## DOCUMENT RESUME

ED 067 513 AA 001 044

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|---|---|
| TITLE | Hearings before the Civil Rights Oversight Subcommittee (Subcommittee No. 4) of the Committee on the Judiciary House of Representatives. Ninety-Second Congress: Second Session on Reports of the U. S. Commission on Civil Rights on the Education of the Spanish Speaking. |
| INSTITUTION | Congress of the U.S., Washington, D.C. House. |
| PUB DATE | Jun 72 |
| NOTE | 382p.; Serial No. 35 |
| EDRS PRICE | MF-$0.65 HC-$13.16 |
| DESCRIPTORS | *Civil Rights; *Cultural Isolation; *Ethnic Studies; *Mexican Americans; Professional Recognition; *Spanish Speaking |

ABSTRACT

Testimony presented at hearings on the education of the Spanish speaking is presented. Specific subjects covered include achievement language and cultural exclusion, ethnic isolation, and representation of Mexican Americans in the education profession. (CK)

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# EDUCATION OF THE SPANISH SPEAKING

## HEARINGS

BEFORE THE

CIVIL RIGHTS OVERSIGHT SUBCOMMITTEE
(SUBCOMMITTEE NO. 4)

OF THE

COMMITTEE ON THE JUDICIARY
HOUSE OF REPRESENTATIVES

NINETY-SECOND CONGRESS

SECOND SESSION

ON

REPORTS OF THE U.S. COMMISSION ON CIVIL RIGHTS ON THE
EDUCATION OF THE SPANISH SPEAKING

JUNE 8 AND 14, 1972

**Serial No. 35**

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Printed for the use of the Committee on the Judiciary

U.S. GOVERNMENT PRINTING OFFICE
82-425 WASHINGTON : 1972

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# EDUCATION OF THE SPANISH-SPEAKING

**THURSDAY, JUNE 8, 1972**

House of Representatives,
Civil Rights Oversight Subcommittee,
Committee on the Judiciary,
*Washington, D.C.*

The subcommittee met at 10:10 a.m., in room 2237, Rayburn House Office Building, Hon. Don Edwards of California (chairman of the subcommittee) presiding.

Present: Representatives Edwards, Wiggins, and Keating.

Also present: Jerome M. Zeifman, counsel; Samueal A. Garrison III, associate counsel; George A. Dalley, assistant counsel.

Mr. Edwards. The subcommittee will come to order.

This morning the Civil Rights Oversight Subcommittee begins its hearings on the reports of the U.S. Commission on Civil Rights on the education of the Spanish-speaking.

We are honored this morning by having as guest for a few minutes a colleague of mine from California who came into Congress with me 10 years ago, the most distinguished Congressmen from Los Angeles, Mr. Ed Roybal, who will introduce one of our witnesses.

Mr. Roybal. Thank you, Mr. Chairman. I wish to express my appreciation to you for permitting me to introduce to this committee a very old friend of mine, a man who has been active in the field of civil rights for many years. He attended the University of Southern California and in 1930 was the first Mexican American to receive a law degree from that institution. Mr. Ruiz helped establish the Citizens Committee for Latin-American Youth, which was the forerunner of the Los Angeles Human Relations Commission. During the so-called "zoot suit" riots in Los Angeles, it was then I met Mr. Ruiz, I was a public health official and was working in the field of communicable diseases and was assigned to Los Angeles during the time of the riots and had the opportunity of working with our guests this morning on many occasions.

I saw then his dedication to youth and to the Spanish-speaking community of Los Angeles and later as the years went on I saw again the great dedication that he has—again to youth and to the Mexican American community of the United States, enlarging upon that and including all Spanish-speaking people in this Nation.

Our guest this morning, Mr. Manuel Ruiz, Jr., has been active in the field of politics. He has been a member of the Mexican American Political Association. This, Mr. Chairman, is an organization of Mexican Americans in California and various other States that is in fact bipartisan. It is not an organization that devotes all of its activities to either the Democratic or Republican party.

Mr. Ruiz happens to be a Republican but again his main interest has been the promotion of the best interests of the Spanish-speaking and the oppressed in the Nation and he has done a tremendous job as a member of that organization and various other organizations of which he is a member in promoting the best interests of these people.

It then gives me a great deal of pleasure, Mr. Chairman, and with a great deal of pride I wish to present to you and the members of this committee a very dear friend, Mr. Manuel Ruiz, Jr.

Mr. **Edwards**. Thank you very much, Mr. Roybal, and Mr. Ruiz, we are delighted to have you here. It has been a pleasure to work for more than 10 years with Mr. Roybal with the important causes he has devoted himself to because there is no more energetic champion for the oppressed and for the Spanish-speaking people of the United States. Congressman Roybal must now be off to an Appropriations Committee meeting where I hope your committee will again take a long look at the miniscule amounts of money being appropriated by the U.S. Government for second language education and bilingual education in trying to cure so many of the things that are going to be brought out in the testimony this morning. It is really not a very good indication of a great people when in the morning's paper I read that we are going to spend $8.5 billion on two ABM sites and where the testimony not only of these witnesses but the reports of the Civil Rights Commission indicates that a paltry few millions of dollars per year will go to bilingual education and for the desegregation of some of the schools in the Southwest.

Mr. **Ruiz**. For purposes of the record, I would like to thank Congressman Roybal for his presence here. It was a very pleasant surprise. I did not expect to see him. As he stated, although he is a registered Democrat and I am a registered Republican, I have always referred to him as my favorite Congressman.

Mr. **Roybal**. Thank you, Mr. Chairman.

Mr. **Edwards**. The U.S. Commission on Civil Rights has had a continuing Mexican American education study project since its 1968 hearings in San Antonio, Tex., on the problems encountered by Mexican-Americans in the Southwest. The education problems which were brought to light during that hearing led the Commission to make a survey in the spring of 1969 of Mexican American education in the five southwestern States of Arizona, California, Colorado, New Mexico, and Texas. Questionnaires were sent to the superintendents of all 538 school districts in this five-State area with an enrollment of more than 10 percent Spanish-surnamed students. Other questionnaires were sent to 1,160 principals in elementary and secondary schools within the sample districts. The statistics derived from the questionnaires have been augmented by investigations conducted by the Commission's Mexican American education study staff, resulting in the most comprehensive survey ever made of the educational problems of Mexican Americans in the Southwest.

The Civil Rights Commission has documented in its reports the harmful effects of educational policies which have simultaneously forced ethnic isolation and Anglo conformity upon Mexican American students and Puerto Rican students.

There is an equally harmful effect upon society as a whole from this continuing failure to recognize and accept the diversity of our multiracial, multicultural society.

The subcommittee had invited, through our distinguished chairman Emanuel Celler of New York, Henry M. Ramirez, chairman of the Cabinet Committee on Opportunities for Spanish-Speaking people, to appear and give testimony on this very important subject. I regret to say, and am somewhat at a loss to understand how, Mr. Celler could receive a letter from Mr. Ramirez dated May 31, 1972, stating as follows:

"Dear Congressman Celler:

"I am sorry I will be unable to appear and testify before your subcommittee on Thursday, June 8, 1972 at 10 a.m. I will be out of town during those hearings.

I hope we can hear more from Mr. Ramirez regarding the reason why he does not seem to consider these hearings worthy of his personal presence. The subcommittee really would like to get the views of this supposedly important Cabinet committee on these very important subjects we are discussing.

Mr. **Ruiz.** With respect to Mr. Ramirez, I telephoned his office yesterday. He is ill, sick in bed and not attending his office. I simply wanted to add that.

Mr. **Edwards.** Thank you very much, Mr. Ruiz.

I also have a letter from the distinguished Congressman from the 21st District of New York, Mr. Herman Badillo, which will be placed in the record at this point.

(The letter referred to follows:)

Congress of the United States,
House of Representatives,
*Washington, D.C., June 7, 1972.*

Hon. Don Edwards,
*Chairman, Civil Rights Oversight Subcommittee, Committee on the Judiciary, House of Representatives, Washington, D.C.*

Dear Mr. Chairman: I am very pleased to learn that Mr. Louis Nunez, the new Deputy Staff Director of the U.S. Commission on Civil Rights, will be testifying before your Subcommittee tomorrow morning on the problems of discrimination in education. I very much regret that previous commitments make it impossible for me to be with you but I commend you for inviting Mr. Nunez to testify.

I have had the pleasure of knowing and working with Lou Nunez for a good many years and I am especially delighted that he has recently joined the government service. It is appropriate that he has been appointed to the highest ranking position in the Federal Government attained by a mainland Puerto Rican as he leaves behind him an outstanding and distinguished career as the National Executive Director of Aspira of America.

It is especially appropriate that Lou should be addressing himself to the subject of discrimination in education as this is something against which he has fought and worked for many years. During his service with ASPIRA he was at the forefront of the efforts to secure full and equal educational opportunities for Puerto Rican students throughout the country.

I am confident the Civil Rights Oversight Subcommittee will gain a great deal from Mr. Nunez's testimony and urge that it be given the most careful consideration.

Sincerely,

Herman Badillo,
*Member of Congress.*

Mr. **Edwards.** We will also include in the record at this point without objection, my own introductory remarks for Mr. Louis Nunez. Mr. Nunez, who has just come to the Commission, was formerly national executive director of Aspira, Inc. He is a member of the steering committee of the National Urban Coalition, a former member of the New York City Board of Higher Education and a member of the board of directors of the National Reading Council, and the National Center for Voluntary Action.

Mr. Nunez has participated in the development of the Puerto Rican Forum and serves on its board of governors.

(The statement referred to follows:)

### INTRODUCTORY REMARKS FOR LOUIS NUNEZ

Mr. Manuel Ruiz is accompanied by Louis Nunez, Acting Deputy Director of the United States Commission on Civil Rights. Mr. Nunez, who has just come to the Commission was formerly National Executive Director of Aspira of America, Inc., a non-profit organization dedicated to educational and leadership development for Puerto Ricans. Mr. Nunez is a member of the Steering Committee of the National Urban Coalition, a former member of the New York City Board of Higher Education, and a member of the Board of Directors of the National Reading Council, and the National Center for Voluntary Action. Mr. Nunez was born in New York's East Harlem and grew up in the East Bronx. He graduated in 1953 from the Baruch School of Business Administration of the City University of New York. He has done graduate work in the fields of education and public administration at the City University and at New York University.

Mr. Nunez participated in the development of the Puerto Rican Forum and serves on its Board of Governors.

Mr. Nunez, we welcome you this morning and look forward to receiving your testimony.

Mr. EDWARDS. Mr. Nunez and Mr. Ruiz, we welcome you both. You may come to the witness table and present your testimony. Please introduce the gentleman accompanying you.

## TESTIMONY OF HON. MANUEL RUIZ, MEMBER, U.S. COMMISSION ON CIVIL RIGHTS; ACCOMPANIED BY LOUIS NUNEZ, ACTING DEPUTY STAFF DIRECTOR; JOHN H. POWELL, JR., COUNSEL; MARTIN SLOANE, ASSISTANT STAFF DIRECTOR, OFFICE OF CIVIL RIGHTS PROGRAM AND POLICIES

Mr. RUIZ. On my right is General Counsel of the U.S. Civil Rights Commission, Mr. John Powell, next to Mr. Powell is Mr. Nunez whom you made reference to and to my left is Mr. Sloane, who is the head of the Department involved in this matter as a member of staff.

Mr. EDWARDS. The subcommittee welcomes you, gentlemen.

I believe, Mr. Nunez and Mr. Ruiz, you have statements to make.

Mr. RUIZ. Yes, sir.

Mr. EDWARDS. You may proceed.

Mr. RUIZ. With the chairman's permission, I will speak first. I feel very much at home. There are two counsels, two attorneys, and the chairman from my home State.

Note will be taken that there is a written statement that has been filed.

Mr. EDWARDS. That will be printed in the record in full.

(The statement of Mr. Ruiz follows:)

## Statement of Hon. Manuel Ruiz

### ACHIEVEMENT

The Commission sought to establish how well the schools of the Southwest are meeting their responsibilities to provide a full education to Mexican American students. The basic finding was that Chicano children do not obtain the benefits of public education at a level equal to that of their Anglo classmates, whatever the measure of school achievement.

Without exception, Chicano pupils achieve less well than Anglos. Their dropout rate is higher, their reading achievement lower, their repetition of grades more frequent, their overageness for grades more prevalent, their participation in extracurricular activities considerably less.

Perhaps no measure of school achievement so vividly conveys the school's failure to educate the Chicano than its inability to keep him in school. The Commission estimates that of every 100 Chicano youngsters in the Southwest who enter the first grade, only 60 will graduate from high school. In contrast 86 of every 100 Anglo children will receive their high school diploma.

What of those who do make it through high school—in a sense, the elite? How does their later educational experience compare with that of their Anglo fellow graduates? Here too, they fare less well. The Commission found that 37 percent of the Chicano high school graduates enter college, whereas 57 percent of the Anglos do so. The highest proportion of Chicanos entering college is found in California. In that State, slightly more than 4 of every 10 go on to college. By contrast, in Colorado only 2 of every 10 do so.

School holding power represents only a quantitative measure of school effectiveness. It does not measure the quality of education a child receives while in school. Reading achievement has traditionally been recognized as an important key to success and progress in other academic subjects. The ability to read is perhaps the most crucial skill learned in school.

Schools of the Southwest have not performed as well in teaching Chicano children to read as they have Anglos. At the fourth, eighth and twelfth grades the proportion of Mexican American students reading below grace level is generally twice as large as that of Anglos. Further, reading retardation worsens the longer the Chicano youngster remains in school. In the fourth grade, about one half are reading below grade level. By the twelfth grade, 63 percent are.

The ability of schools to hold Mexican Americans in school and to teach them to read were not the only measures of educational effectiveness examined by the Commission. We also looked at grade repetition and its correlate overageness. Overall, Chicanos in Southwest schools are almost three times as likely to repeat the first grade as are Anglos. The highest incidence of grade repetition for Mexican Americans is in Texas, where 22 percent repeat the first grade.

As a result of the practice of holding students back in a grade, a large proportion of Chicano children throughout the Southwest are two or more years overage for their grade level. At the first grade, Mexican American children are four times as likely to be overage as Anglos. At the eighth grade, eight times as many Chicanos as Anglos are overage.

In its mail survey, the Commission sought information on the ethnic composition of participants in extracurricular activities, such as student government, school newspapers, homecoming events and cheerleading. In the schools surveyed, the Commission found that Mexican Americans are by and large underrepresented in these activities. This is true whether Chicanos constitute a majority or a minority of the student enrollment at the school.

### LANGUAGE AND CULTURAL EXCLUSION

Thus, by all measures of school achievement, Chicano children are getting less out of school than Anglos. Why is this so? Why are the schools failing in their responsibilities to this important group of children? The Commission is still seeking the answer to this crucial question. One answer we already have found is the failure of the schools to adopt programs and practices geared to the unique linguistic and cultural background of Mexican Americans. Rather, the Commission has found that they rigidly exclude Chicano culture.

In its most obvious form this exclusion involves the prohibition of the use of Spanish. Less obviously, but just as effectively, the Chicano child's historical roots, the community of which he is a part, and his very identity are all undervalued. In its survey, the Commission sought out objective data concerning these charges. Our third report details the Commission's findings.

Basically the Commission found that the school systems of the Southwest have not recognized the rich culture and tradition of Mexican Americans and have not adopted policies and practices that would enable their children to participate fully in the educational process. Instead, Southwestern schools use a variety of exclusionary devices which prohibit the child the use of his language, diminish his pride in his heritage, and deny him support from his community.

There is much evidence of widespread belief among Southwestern educators that a child who happens to speak Spanish is somehow educationally handicapped. For many Mexican American children, Spanish is their first language. Based on the responses to the principal's questionnaire the Commission calculated that approximately one of every two Chicano first graders do not speak English as well as the average Anglo first grader.

Instead of appreciating the difficulty facing the Chicano child many educators in the Southwest respond by imposing a "No Spanish" rule to insure the dominance of English in the classroom and on the school ground. Slightly less than one-third of all schools in the survey area discourage the use of Spanish in the classroom. About one half of these schools, 15 percent of the total, discourage its use on the school grounds as well.

A comparison among the States presents sharp contrasts in the frequency of the use of the "No Spanish" rule. In both elementary and secondary schools, in the classrooms and on school grounds, Texas leads in prohibiting Spanish. Two-thirds of all surveyed Texas schools discouraged the use of Spanish in the classroom and slightly more than a third did so on the school grounds. In California the "No Spanish" rule was rarely used on the school grounds and less than one fifth of its schools indicated its use in the classrooms.

How do the schools enforce the "No Spanish" rule? In most instances principals admitted to suggesting or requiring staff to correct those who spoke Spanish. A number of schools admitted punishing persistent Spanish speakers.

Several programs are available to meet the English language difficulty of Chicanos. The three most important and widely used in schools surveyed by the Commission were Bilingual Education, English as a Second Language, and Remedial Reading.

Bilingual Education is the use of two languages, one of which is English, as means of instructing the same pupil population. It encompasses part or all of the curricula and includes the study of history and culture associated with the mother tongue.

What efforts have the school systems of the Southwest made to bring Bilingual Education to the children of their schools? What support have these programs received from the Federal Government? The picture is dismal. For the current 1971–72 school year, HEW statistics show that Title VI bilingual programs reach only a very small proportion of the Chicago school-age population as well as the Spanish speaking school-age population generally. In 1971–72 HEW received an appropriation of $25 million to fund 163 Bilingual Education projects in the entire United States, of which 144 were for the Spanish speaking. These 144 projects reached less than 1 of every 50 Spanish speaking children, 3 to 18 years of age in the U.S. In the Southwest, projects were provided for less than 2 percent of an estimated 3 million Mexican American children in that age category.

On May 25, 1970, HEW issued a memorandum to districts instructing them to take affirmative steps to rectify language deficiency for national minority origin students. Yet, only 41 districts with significant Spanish speaking enrollment have been or are in the process of being investigated by HEW for compliance under Title VI. Further, the relatively small expenditure of Federal funds for Bilingual Education and the limitation of bilingual programs to small scattered pilot projects belie a strong Federal commitment to rectification of language deficiency.

English as a Second Language (ESL) is a program designed to teach English language skills without the presentation of related cultural material. According to Commission statistics, an estimated 5.5 percent of the Mexican American pupils in the Southwest are receiving some type of ESL instruction.

Remedial reading is a long established educational method to help all students who are reading below grade level. It focuses on reading achievement rather than language deficiency. Nevertheless, because of its strictly monolingual approach it receives much better acceptance by educators than either Bilingual Education or ESL, as witnessed by the fact that 50 percent of the public schools in the survey area offer remedial reading courses. Even so, only slightly more than 10 percent of the Mexican American pupils in these schools were enrolled in these courses.

An exclusionary practice that is more subtle than suppression of the use of Spanish is adherence to established curricula which prevent the inclusion of such elements as Mexican American history, heritage and folklore. The Commission found that the curriculum in almost all schools surveyed fails to inform either Anglo or Mexican American students of the substantial contribution of the Indo-Hispanic culture to the historical development of the Southwest. Commission figures for total pupil enrollment in Mexican American History courses at the elementary and secondary level is 1.3 and 0.6 percent, respectively.

School officials in the Southwest also exclude the heritage in school and classroom activities. To the extent that these activities deal with Mexican American culture, they tend to stress the superficial and exotic elements—the "fantasy heritage" of the region. This results in the reinforcement of existing stereotypes and deprives the Chicano student of full awareness of, and a pride in his cultural heritage.

The failure of schools to involve the Mexican American community in the educational process is another form of cultural exclusion which is widespread. In order to determine the extent to which the school is seeking to include the Mexican American community, the study examined four areas of community-school affairs: contacts with parents, community advisory boards, community relations specialists and consultants on Mexican American education.

Notices sent home and PTA meetings are the means most frequently used by school officials and teachers to communicate with parents. Although about three-fourths of the total Mexican American population in the Southwest identify Spanish as their mother tongue, only 25 percent of the elementary and 11 percent of the secondary schools send notices in Spanish to Spanish speaking parents.

The Commission also found that approximately 8 percent of the surveyed elementary schools and about 2 percent of the secondary schools used Spanish in conducting PTA meetings.

These data indicate that a large proportion of the population has been automatically excluded from participation in school affairs, a clear violation of the Civil Rights Act of 1964 according to the HEW memorandum of May 25, 1970.

Another technique for involving the Chicano community in the problems of the school is the use of community advisory boards on Mexican American educational affairs. These boards are normally composed of persons chosen for their ability to reflect and articulate community needs and views. Yet only one district in four in the survey area actually has such a board.

Community relations specialists may be called in when contacts with parents and the use of community advisory boards prove unsuccessful in establishing free communications between the school and community. However, about one district in six of those surveyed employed community relations specialists.

In their continuing effort to improve the quality of education, school districts spend hundreds of thousands of dollars annually for the services of enosultants. In recent years a growing number of specialists or consultants on Mexican-American education have developed in the Southwest. Yet, in spite of their availability, specialists in Mexican American educational affairs are seldom employed by school districts in the region.

Cultural exclusion is a reality in the schools of the Southwest. Until practices and policies conducive to full participation of Mexican Americans in the educational process are adopted, equal opportunity in education is likely to remain more myth than reality for the Chicano student.

## ETHNIC ISOLATION

In its Spring 1969 survey, the Commission found that a large proportion of Chicano pupils attend school in isolation from their Anglo counterparts. This is due, in part, to the segregation of Mexican Americans and Anglos in separate school districts. More than 400,000 Chicano pupils throughout the Southwest attend school in predominantly Mexican American districts. In Texas, where isolation by district is most severe, nearly 60 percent of Chicano students are in districts in which their own ethnic group predominates.

The heavy concentration of Mexican American people in South Texas is one factor contributing to isolation by district. Thus, segregation of Chicano students can be attributed, to some extent, to mere demography—in short, "natural causes." But "natural causes" do not entirely explain the matter. For in South Texas, as elsewhere in the Southwest, it is not uncommon to find a district that is almost entirely Chicano sitting next to one that is almost completely Anglo. The presence of neighboring districts of such contrasting ethnic composition may have resulted from deliberate segregation in violation of the Constitution and Title VI of the Civil Rights Act of 1964.

The Department of Health, Education, and Welfare (HEW) has not taken a very aggressive role in investigating the possibliity of such violations. To the Commission's knowledge, in only one instance has HEW investigated the possibility of civil rights violations in the isolation of Mexican Americans by district. To the extent HEW has undertaken any activities concerning segregation of Mexican Americans, they have been directed toward alleviation isolation by school within individual districts. Nor have these efforts proven effective in reducing the proportion of Mexican Americans who are in ethnically isolated schools. In 1968, 54.1 percent of all Mexican American students in the Southwest attended predominantly minority schools. By 1970 that proportion had increased slightly to 54.6 percent.

More recently, there has been evidence of greater HEW concern over educational opportunities for Chicano students. On May 25, 1970, the Department issued a memorandum clarifying the responsibilities of school districts to provide equal opportunity to national origin minority children deficient in English language skills in order to be in compliance with Title VI of the Civil Rights Act of 1964. Among HEW's major areas of concern were practices that would tend to segregate Mexican Americans within school walls, including ability grouping, tracking, and placement in classes for the educable mentally retarded.

Unpublished data from the Commission's survey underscores the need for intensive Federal effort to combat this kind of segregation. As of 1969, a year before issuance of the May 25 memorandum, about 4 of every 6 schools in the Southwest practiced some form of ability grouping. One of every six schools placed students in one ability group for all subjects. Further, the proportion of Mexican Americans in EMR classes was about twice that of Anglos.

Since issuance of the May 25 memorandum HEW, has, or is in the process of conducting compliance reviews in 41 districts having Spanish-speaking enrollments. Twenty-two of these districts are in Texas. However, there are more than 2,900 districts in the Southwest. In view of the extent Chicanos are isolated by district, by school, and even within schools, HEW's efforts to date represent a very small drop in a very large bucket.

HEW's Office of Civil Rights has been reluctant to take affirmative steps to compel compliance in cases of civil rights violations. Investigations conducted with the hope of securing voluntary compliance have often been exercised in futility. For example, in its 1968 hearing in San Antonio, Texas, the Commission heard testimony on the segregation of Mexican Americans by district in Del Rio, Texas. Anglo children from an air force base located in San Felipe School District, which is predominantly Mexican American, were being bused from San Felipe to the neighborhoring Del Rio School District, which is predominantly Anglo. Despite the fact that the San Antonio and the Del Rio School District facts had been brought to the attention of HEW as early as 1969, and even though HEW a year later, on May 25, 1970, issued a memorandum urging school districts to examine current practices and to assess compliance procedures, it was not until 1971 that HEW conducted compliance reviews in the two districts of San Antonio and Del Rio. Before HEW had made much progress in negotiating a remedy, a U.S. District Court judge ordered the two districts to consolidate. The Commission fully supports the guidelines contained in the May 25 memorandum. As we have learned from experience in other parts of the country, however, school segregation will not be overcome solely by the issuance of memoranda or other pieces of paper. It will yield only to careful monitoring and firm enforcement.

### REPRESENTATION OF MEXICAN AMERICANS IN THE EDUCATIONAL PROFESSION

The Commission's survey not only documents the extent to which Chicanos are ethnically isolated but also their underrepresentation in the educational profession.

Among classroom teachers, only about 4 percent are Chicanos, whereas about 18 percent of the region's enrollment is of this ethnic group. Moreover, most of these teachers are in schools in which the majority of the pupils are Chicanos. Full one-third of the teachers are in schools whose enrollments are 80 percent Mexican American or more.

Nor does the Chicano have much of a chance to shape the policy of school systems in the Southwest. He is, as you might expect, underrepresented on boards of education. Of 4600 school board members in the area surveyed by the Commission, 470 (or about 10 percent) are Chicanos. Nearly 70 percent of these Mexican American policy makers serve on boards of education where the majority of pupils are of Mexican origin. About a third are in districts that are 80 percent Chicano or more.

Mr. Chairman, the facts the Commission has found so far concerning the education, or mis-education, of Mexican American children are cause for national concern. The educational status quo in the Southwest is unacceptable. It is unacceptable when four of every ten Chicano children do not graduate from high school. It is unacceptable when well over half of the Mexican American school children are reading below grade level. The disheartening fact is that these children are not being equipped with even the most rudimentary tools by which they can hope to suceed in later life. For Chicano children, the term equal educational opportunity is a slogan without substance.

Let us be clear on one point. It is not the children who are failing. It is the schools. The Commission is in the process of trying to find out the reasons why the schools of the Southwest are failing our children.

In a report we issued last month, the Commission pinpointed one important reason—suppression of the cultural heritage of Mexican American chlidren. Use of the Spanish language is prohibited. Mexican American history and tradition are ignored, and the parents of Mexican American school children are excluded from participation in school affairs. These various practices add up to a comprehensive pattern of cultural exclusion which can only have the effect of undermining the Chicano child's confidence in the value of his ethnic background and of his own inherent worth. In a Nation which has been enriched by the contributions of people from so many diverse cultures, these practices should be unthinkable. Yet they continue to exist.

The primary responsibility for education lies with the States. The Federal Government, too, has a responsibility, through laws aimed at preventing discrimination against school children and through programs of financial assistance to help the States provide quality education. If the States are failing to meet their responsibility to Mexican American students in the Southwest, so too is the Federal Government. Despite commendable policy announcements prohibiting discrimination, the Federal Government has done little to end discrimination in fact. Segregation of Chicano students has actually increased over the last several years. Practices declared by the Department of Health, Education and Welfare to be in violation of the Civil Rights Act of 1964 continue unabated. Moreover, Federal aid programs geared to the needs of Mexican American students have been starved for funds and have reached few of the children in need.

In the course of our study, we have urged the States and local school boards to examine their own practices, to recognize their own inadequacies, and to reform themselves. This, however, is not enough. What is needed is action on a national level—not a mere tinkering with the existing educational machinery, but massive new programs of civil rights enforcement and financial assistance to enable the schools of the Southwest to provide at long last, true equality of educational opportunity to Chicano students.

Mr. **Ruiz**. I would like to offer that as an exhibit for the record In addition to that I have prepared a summary. The reason for that is in the first statement we are getting to hard statistics and facts and my statement will only refer to the summary and some observations that I have made with respect to the report.

On behalf of the U.S. Commission on Civil Rights, I wish to express our appreciation for inviting the Commission to testify on the subject of the education of the Spanish speaking.

In recent years the Commission has been engaged in important investigations on this subject. With your permission I shall confine my remarks to the work we have done with respect to Mexican Americans, and Mr. Nunez, the Commission's acting deputy staff director, will speak on the educational problems confronting Puerto Ricans.

The Commission is nearing completion of one of the most ambitious undertakings in its history. For 3 years, we have been conducting an intensive investigation of the educational problems of Mexican

Americans in the Southwestern part of the United States. This project ultimately will consist of six reports dealing with the unequal educational opportunity for the Nation's second largest minority group. Three reports have already been published, and I shall base most of my remarks on the findings they contain.

These studies deal, respectively, with the school achievement of Mexican-American schoolchildren and the degree to which the school systems in the Southwest recognize and seek to meet their linguistic and cultural needs, and the extent of their ethnic isolation.

A fourth report, near completion, deals with school finance in Texas.

This is a problem that is intriguing the entire United States in relation to a Supreme Court decision as recently as last week. It documents inequities in district school finance, by the ethnic composition and wealth of the district.

A fifth report will be based on an investigation of what goes on inside the classrooms of the schools of the Southwest—how teachers interact with Mexican-American students.

The data for all reports is based on an extensive mail survey of schools and districts in the Southwest conducted by the Commission in 1969, plus staff field trips and followup investigations conducted since that time.

The Commission is only in midjourney in its investigation of the educational problems of Mexican Americans. In the three reports we already have issued, we have tried to define the nature and extent of educational inequities experienced by Mexican-American children. We are not yet in a position to offer a complete comprehensive set of recommendations for remedial action. Already, however, the evidence suggests violations of existing civil rights laws and a need for more vigorous enforcement action by relevant Federal agencies, and the urgent necessity of Federal aid that can help bring Mexican-American children and their parents into the mainstream of the educational process. Later in my statement I will address myself to some of the measures we believe need to be taken. When our study is completed, the Commission hopes to be in a position to offer definitive recommendations of a more comprehensive nature.

A brief description of the size and distribution of the Mexican American enrollment may be helpful in placing the study in appropriate context. There are an estimated 2.3 million Spanish surnamed pupils in the United States. They represent about 5 percent of our total public school enrollment. Of these Spanish-surnamed pupils, about 1.5 million are Mexican Americans who attend public school in the five Southwestern States—that is Arizona, California, Colorado, New Mexico, and Texas. In that region, Chicano students comprise 18 percent of the enrollment. That is almost one-fifth—more than 80 percent are found in Texas and California, with nearly 50 percent in California alone.

One oftentimes hears the expression directed to a Mexican American. "Why don't you go back to where you came from? If you don't like your lot in the United States, and its system of education, go back to Mexico."

The person who exclaims thus is under the erroneous impression, that the language and culture of the southwestern part of the United

States, is English, and that what exists here came from the eastern part of the United States, that the Mexican American is an outsider, when in fact, it is the contrary.

The American genius in law and government has consisted in adapting to its terrain much of the best which preceded its arrival in the family of nations. At the end of the English-American War, we acquired from the 13 British Colonies in our northeastern borders, the heritage of what was considered to be English law.

At the end of the Mexican-American War, we acquired from the Mexican States which formed a part and were located in our present southwestern borders, the heritage of the Mexican laws, and Mexican customs, and the Spanish language, all of which had nothing to do with Great Britain.

The English common law was presumed to exist in those States of the Union, former colonies of England, or carved out of such colonies, but such presumption did not exist in the southwestern part of the United States, where an organized society already existed, which was Mexican.

Cursory examination, in retrospect, indicates that the new arrivals from the East accommodated their way of life to the system of the prior sovereign Mexico, which by omission, our educational institutions have failed to express, or distinguish, and which forms the subject matter of our discussion today, that is, the isolation and exclusion of the Mexican American in the educational process of our public school systems.

As you know, my home is California. The California constitution was originally written in both the Spanish language and the English language. It was a bilingual constitution. The constitutional sessions were opened each morning with a prayer in English by the Rev. S. H. Willey, Padre Antonio Ramirez terminated the daily sessions with a prayer in the Spanish language. The substantive Mexican laws became the laws of the State of California.

Under our Supreme Court decisions they were not foreign laws but we acquired them by succession and judicial notice was taken of them.

It is not known, because it is not taught, that in the Southwest our municipal laws were copied from and based upon the laws of Mexico, wherein the Pueblos were the agency of local government. The responsibilities of the common councils were copied verbatim from the Mexican laws, which have continued in effect until today.

Mr. Edwards. Mr. Ruiz, San Jose was the original capital of California and was my birthplace.

Mr. Ruiz. Yes.

The laws of my own Sate of California continued to be printed in both the English and the Spanish language until the year 1874.

As long as the laws were printed in Spanish, public discussion of the issues involved took place in the Spanish-speaking communities. Newspapers in the Spanish language abounded in California and the Southwest. The "Californian" first English language newspaper issued at Monterey, was printed with press and type brought from Mexico.

In addition to our municipal laws, our mining laws, all of our Federal mining laws, our laws with respect to descent, our suits in partition, and our community property laws in the relationship of husband and wife, were laws of the prior sovereign Mexico and were copied and adopted by our legislative bodies in the Southwest. These laws have remained in effect until today.

When in 1970, the California Sate Supreme Court, in the case of *Castro* v. *California* struck down the English literacy requirement for voting, and ruled that fluency in the English language was not indispensable to exercise an intelligent judgment with respect to issues and candidates, the California Supreme Court said:

> We cannot refrain from observing that if a contrary decision were compelled it would indeed be ironic that petitioners who are the heirs of a great and gracious culture, identified with the birth of California and contributing in no small measure to its growth should be disenfranchised in their ancestral land, despite their capacity to cast an informed vote.

The Mexican American became a nonentity in the Southwest when local legislation made possible his ethnic isolation in the public schools and the provisions that the laws be printed in both the Spanish language as well as the English language were repealed.

If you recall, we had antioriental legislation in section 804 of the State of California Education Law. I recall when I was admitted to practice law, the children of Japanese, Chinese, Mongolian, and Indian parents could be segregated, there were no laws against the black segregation. And they were segregating the Mexican Americans in the public school system in California because they had Indian blood.

I recall the reason they did it; they misinterpreted the article with respect to the Indian being antioriental legislation. It was the India-Indian from the Orient that was being referred to. The law was repealed finally. There were many good Anglos and many good black people and we are grateful to them for assisting us in eliminating that antioriental legislation.

We in the United States accepted Mexican American institutions and incorporated them into our legal structure, but rejected the language which breathed life into them. This has constituted a provincialism foreign to our asserted principles of democratic government and world leadership.

Chicano children have been discouraged from speaking Spanish in the schoolroom and this restriction if frequently extended to the school ground.

This is just beginning to disappear. This suppression of the Spanish language is most overt of the exclusionary practices. Our reports indicate that nearly 50 percent of all Chicano first graders in the Southwest do not speak English as well as the average Anglo first grader. Although school authorities officially deplore this, they continue to use methods that will insure a guilt complex as a penalty for the use of the Spanish language in school.

In a classroom, you could not have classes in Spanish but they would speak Spanish. Fully one-third of the schools surveyed by the Commission admit to discouraging the use of Spanish in the classroom by means which vary from enforcing a "No Spanish Rule" to actual discipline.

While it is true that some schools have instituted more positive measures for building the language skills of Mexican Americans, these unfortunately, are too few. Three techniques are generally used: bilingual education, English as a second language, and remedial reading.

If you will make reference to our report No. 1, you will have a breakdown on what that is.

A subtle practice of exclusion consists of the omission to mention Mexican culture in the school curriculum. Only 4 percent of the eleelementary schools and 7 percent of the secondary schools wherein a significant portion of the students are Mexican American include a course in Mexican American history. And even here less than 2 percent of elementary school students and a fraction of 1 percent of secondary school students are enrolled in these courses.

The Chicano student is not only the one excluded from the programs the Anglo school systems in the Southwest. His parents and the leaders of his community suffer the same fate. The Commission survey revealed that they are kept from any actual involvement in the educational decisionmaking process as was evident in four specific school-community activity areas examined. These were school contacts with parents, use of community advisory boards, use of community relations specialists and use of educational consultants.

Although an estimated 4 million persons in the Southwest identify Spanish as their mother tongue, only 25 percent of the elementary and 11 percent of the secondary schools send notices in Spanish to the homes of Spanish-speaking persons. Such notices and discussions at PTA meetings are the methods most frequently used by the schools to communicate with the homes. But with only about 8 percent of the elementary and less than 2 percent of the secondary schools using both Spanish and English at PTA meetings, it takes no great imagination to realize how meaningless and frustrating they are to parents who do not know English.

I can recall my mother did not know any English.

The use of community advisory boards on Mexican American educational affairs might have a salutary effect but only one district in four has such a board and these meet infrequently. Again, community relations specialists could help bridge the gap, but only 15 percent of the surveyed districts employ such specialists. Sometimes, if a district wants to do something and can do nothing else, it hires a consultant on Mexican American educational affairs Although the number of such consultants is growing, only 18 percent of the districts were found to be using them at the time of the survey

Our reports demonstrate that educational and cultural exclusion is a reality in the schools of the Southwest. Somewhere in the history of a country founded in a pioneer spirit that stressed individuality and ethnic contribution, belief in the validity of only the dominant culture has come to take precedence over all others.

The result is that schools in the Southwest are attempting to mold Mexican American children into the single image of the monolingual, monocultural Anglo to the detriment of the entire society. Not only is the constitutional right of an individual to equal opportunity being violated by this process of exclusion but the richest source of American strength is being diminished by ignoring the benefits of cultural pluralism. We are confronted by a dual-learning challenge which must be respected and cultivated so that, out of this generation of students, will emerge enlightened, sensitive, and truly educated American citizens.

The U.S. Commission on Civil Rights has carefully documented that the schools of the Southwest fail to provide their minority students with an adequate education. Five States were surveyed, Arizona, California, Colorado, New Mexico, and Texas. In none of these were the levels of school achievement or other school outcomes of minority students, however measured, on a par with the levels of their Anglo peers.

Fully 40 percent of our Mexican American students in the Southwest will never see their high school diploma. This is a wasted resource. Educational opportunity, therefore, must be assessed as opportunity for equal outcomes, not just opportunity to sit in a classroom and, only too often, be perceived as little more than an extension of that classroom's furniture.

Similarly, we find that minority youngsters are attending school, yet they are often deterred, for a variety of reasons—from participating in the many socially satisfying and educationally enhancing extracurricular activities.

And that is gone into in detail in our reports.

Such students are not receiving an equal educational outcome, even though they are officially enrolled in school.

The precise statistics and hard facts contained in our three reports, copies of which I hand to you, and there are yet three more to go, document systematically what most of us have observed informally for many years. The reports document the failure of the schools to provide at least an equal educational system for this minority segment as it provides for its Anglo youngsters.

(The first three reports referred to above are in the appendix at p. 348.)

Mr. Ruiz. There are an estimated 2.3 million Spanish-surnamed pupils in the United States of which 1.4 million attend public schools in the Southwest, 90 percent of which are Mexican American. It is clear, from the data gathered and contained in our reports that the schools stand indicted for their failure to reach and properly educate the minority youngster.

What has and what should the Federal Government be doing to assure equality of educational opportunity for Mexican Americans? Because our study is still in process, we are not yet in a position to offer a comprehensive set of recommendations for remedial action, but we have made some observations.

However, the evidence suggests violations of existing civil rights laws and a need for more vigorous enforcement action by relevant Federal agencies and the urgent necessity of Federal aid that can help bring Mexican American children and their parents into the mainstream of the educational process.

On May 25, 1970, over 2 years ago, the Office of Education issued a memorandum to all school districts with more than 5 percent national origin minority group students to clarify their responsibilities in providing equal education opportunities to these students.

The major provisions of the memorandum were that schools must take steps to rectify students' language deficiencies; that schools must not assign students to EMR classes—that is educationally mentally retarded classes, or academic tracks by criteria that are heavily dependent on English language skills, that classroom assignments dealing with special language skill needs must be only temporary, and that school districts be responsible for notifying parents of national origin students in their native language.

In the 2 years since the issuance of this memorandum little has been done to enforce its provisions. HEW has completed compliance reviews in only 16 districts in the entire county. Currently 27 more are under review. When one considers that there are 2,900, almost 3,000 school districts in the Southwest alone, this is a mere drop in a very large bucket.

Our data show that in 1969 only 8 percent of the Chicano students were enrolled in bilingual education or English as a second language program. They also indicate that Mexican-American students are twice as likely to be placed in EMR classes. Furthermore, as I have mentioned, only 25 percent of the elementary schools and 11 percent of the secondary schools surveyed sent notices home in Spanish as well as English.

Given this situation, it seems highly likely that many school districts in the Southwest are presently in noncompliance with title VI of the Civil Rights Act of 1964 where there can be no discrimination by reason of race, religion or national origin.

The Office of Education should provide the personnel and the resources to enforce the provisions of this memorandum.

Likewise HEW has not had a very aggressive record in investigating school segregation of Mexican Americans in schools and districts. Their efforts have had no real impact in reducing the proportion of Chicanos in isolated schools in the Southwest. In 1968 54.1 percent of all Chicanos in the Southwest attended predominantly minority schools. In 1970 this proportion had increased to 54.6 percent.

It appears as though we are sliding backwards.

The Federal Government has given little support to the school districts of the Southwest to alleviate their pressing need for bilingual education. In the present 1971–72 school year HEW received an appropriation of $25 million to fund 163 bilingual education projects in the entire United States. The 144 projects for Spanish-speaking children 3 to 18 years of age in the United States. More funds should be made available for initiation of bilingual programs and for the adequate training of bilingual bicultural teachers.

There is little valid reason for this failure of the schools. Techniques for teaching minority students are available to us today; administrative and legal changes to benefit minority students are possible for us today; attitudes and behaviors for working effectively with minority people can be developed today. All of these components—and others not here mentioned—can be effectively combined and put into operation in our schools under our equal protection and equal opportunity concepts. And indeed, they have been put into operation in certain locales and with good results. We need a strong commitment coupled with fervant activity from the entire educational enterprise to implement success over the entire Southwest.

True the primary responsibility for education lies with the States. The Federal Government, too, has a responsibility, through laws aimed at preventing discrimination against school children and through programs of financial assistance to help the States provide quality education.

Quality education means the type of education that is needed. That is one very succinct interpretation.

If the States are failing to meet their responsibility to Mexican-American students in the Southwest, so, too, is the Federal Government.

In the course of our study, we have urged the States and local school boards to examine their own practices, to recognize their own inadequacies and to reform themselves. This, however, is not enough. What is needed is action on a national level—not a mere tinkering with the existing educational machinery, but massive new programs of civil rights enforcement and financial assistance to enable the schools of the Southwest to provide at long last, true equality of educational opportunity to Mexican American students.

Mr. **Edwards**. Thank you, Mr. Ruiz. We especially appreciate the interesting and constructive historical background that you provided at the beginning because oftentimes it is forgotten that Spanish-speaking people were in theSouthwest quite a long time before Anglos and Indeed had title to the property there and a marvelous culture of their own.

Before asking Mr. Nunez to proceed with his statement, after which we propose to have statements from the entire panel I would like to yield to my colleague, the distinguished member from Los Angeles, Mr. Chuck Wiggins.

Mr. **Wiggins**. Thank you, Mr. Chairman.

Mr. Ruiz, I am not sure here what is expected of me at this moment, whether I am to proceed with questions I have to ask you, or simply to greet you. I think it is the chairman's intention that I simply express what I feel and that is, we are honored to have a distinguished Californian testify before this committee.

You bring great personal experience to the committee, some of which the members of the committee may share because of our own life styles but we can not hope to have the degree of expertise you have. I welcome your testimony and look forward to asking you some questions about it in a few moments.

Mr. **Ruiz**. Thank you.

Mr. **Edwards**. Thank you, Mr. Wiggins.

Mr. Nunez, you may proceed?

## TESTIMONY OF LOUIS NUNEZ, ACTING DEPUTY STAFF DIRECTOR, U.S. COMMISSION ON CIVIL RIGHTS

Mr. **Nunez**. Mr. Chairman and members of the subcommittee, I am Louis Nunez, Acting Deputy Staff Director of the U.S. Commission on Civil Rights. I wish to thank you for the opportunity to testify today on the educational status of Spanish-speaking schoolchildren.

Although I am new to the Government, my interest in this subject is not new. I am the outgoing executive director of Aspira of America, a national Puerto Rican nonprofit organization whose main purpose is to develop the leadership potential of the Puerto Rican community through education. I was also for 5 years a member of the New York City Board of Higher Education and am a member of the board of the National Reading Council.

It strikes me as more than coincidental that one of my first tasks as a Commission employee is to present this status report, since one of my first actions as Aspira director 4 years ago was to commission a survey of Puerto Rican children entitled "The Losers." That survey depicted the losing status of the Puerto Rican student, handicapped by language, confused by an alien culture, and thwarted by discrimination, which continues to this day.

Commissioner Ruiz had just completed a general review of the public education picture of Spanish-speaking students, and more particularly the results of the Commission's 4-year Mexican American education study.

Mr. Chairman, I would like to relate the information gathered through another Commission project that has examined the status of mainland Puerto Ricans. Rather than describe the project which has been ongoing since 1969, I will summarize briefly some information about Puerto Ricans and the education problems they face.

The Puerto Rican is predominantly a migrant to the cities of the Northeast and Midwest. He is perhaps the most highly urbanized minority in our country. Nearly 1 million of the mainland's estimated 1,500,000 Puertoriquenos are residents of New York City. Substantial populations are also located in northern New Jersey, Hartford, and Bridgeport, Conn.; Springfield and Boston.

The Puerto Rican population is a young one. The average age is 19. About half of the Puerto Rican population is of school age. Education, therefore, is a priority concern of the Puerto Rican community.

The Puerto Rican child constitutes a relatively large minority in urban school systems already plagued by racial imbalance, tight budgets, and outmoded school buildings. The 260,000 Puerto Ricans in the New York public schools comprise 23 percent of the school population. Hoboken's school system is 45-percent Puerto Rican, and in Bridgeport, Conn., it is 20 percent.

One continuing problem that all investigators of the Spanish-speaking encounter is the unreliability of statistics. The 1970 census does not count Puerto Ricans separately. No accurate census of the Puerto Rican public school population exists. No one knows whether all Puerto Rican children even attend school. In fact, in Boston a study indicated that one-third of the Spanish-speaking children aged 6 through 17 were not attending school.

The Department of HEW only recently initiated a requirement that local school districts report the number of Spanish surnamed individuals. Many local school districts still maintain only a white-minority categorization without breaking down "minority" to show numbers of Spanish-surnamed individuals. An accurate census of Spanish-origin Americans is needed, including where appropriate, a breakdown treating Mexican-Americans, Puerto Ricans, Cubans and other Latin groups as separate entities.

Any consideration of educational strategies for Puerto Ricans must take into account the special social, economic and educational characteristics of the population: Lower income levels than for blacks or whites, a lower level of educational attainment than for the other two groups and a language barrier.

In 1969 the Bureau of Labor Statistics reported that Puerto Ricans 25 years of age and over living in New York poverty areas had completed, on the average, only 8.3 years of school. This figure contrasts sharply with the median of 12.1 years of schooling for the city population as a whole and 11.8 years for nonwhites in 1970. Where 53.4 percent of New York City's white population 25 years of age and over had earned a high school diploma, only 15 percent of the Puerto Rican residents had graduated from high school, a figure far below the 48 percent of nonwhites who had earned a high school diploma. This means Puerto Ricans are at a competitive disadvantage on the job market. This disadvantage, coupled with discrimination, threatens to trap the population in an endless cycle of poverty.

Recent education figures show no improvement on the horizon. In the 1970–71 school year only a third of the Puerto Rican students who had been enrolled 2 years before in the 10th grade actually graduated from high school; 67 percent of their group left at some point between September 1968 and June 1971.

In Boston, Mass., with approximately 2,000 Spanish-speaking students enrolled in public schools, seven graduated from high school in 1970. Springfield, Mass., graduated 11 in 1971.

Bridgeport, Conn.'s sizable 22 percent Puerto Rican enrollment in elementary school dips down to 13 percent in high school. The number of Puerto Rican graduates from a high school total enrollment of 844 Puerto Rican students should be significantly greater than the 104 Puerto Ricans who graduated from Bridgeport's high school in 1971.

The metropolitan reading achievement test is administered annually by the New York City schools to children in grades one through nine. This test measured working knowledge and reading comprehension and is based on national norms. All around, New York City students compare favorably with the national norm only at the second-grade level.

Yet in a sample taken by the board of education of predominantly Puerto Rican schools, predominantly black schools, and predominantly white schools, the average reading score for Puerto Rican students was lower at each grade level than that for blacks or whites.

At each level a higher percentage of students in the Puerto Rican schools were reading below grade level than for either of the other two groups. The testimony which I have submitted for the record contains a table detailing these figures for second, fifth, and eighth grades.

(The table referred to follows:)

TABLE I.—2D, 5TH, AND 8TH GRADE READING SCORES (APRIL 1969) FOR SELECTED SCHOOLS WITH PREDOMINANTLY PUERTO RICAN, BLACK, AND WHITE STUDENTS

| | Percent below grade norm | Average score |
|---|---|---|
| Predominantly Puerto Rican schools: | | |
| 2d grade | 70 | 2.28 |
| 5th grade | 82 | 4.58 |
| 8th grade | 81 | 6.20 |
| Predominantly black schools: | | |
| 2d grade | 56 | 2.59 |
| 5th grade | 74 | 4.78 |
| 8th grade | 73 | 6.75 |
| Predominantly white schools: | | |
| 2d grade | 22 | 3.76 |
| 5th grade | 34 | 6.69 |
| 8th grade | 35 | 9.08 |

[1] Includes other Spanish-surnamed students.

Source: Courtesy of the MARC Corp.

Mr. NUNEZ. The number of college graduates within the Puerto Rican community in New York City is miniscule. In 1960, nine-tenths of 1 percent of Puerto Ricans 25 years of age and older had graduated from college. Ten years later that percentage improved slightly. The best estimates are that, as of 1970, about 1.5 percent of this group had graduated from college. This figure should be compared to percentages for nonwhites, 6 percent and whites in the city, 12.3 percent in 1970.

As national director of Aspira, I had an opportunity to assist many young Puerto Ricans seeking a college education. For a number of years we were successful in annually placing an increasing number of young men and women in college. But of late our placements have evened out. We have reached a plateau in our efforts to increase the numbers going to college. A basic cause of this phenomenon is that so very few graduate from high schools with the minimum requirements for college admission.

Much of the Puerto Ricans' problems in the public schools can be attributed to language. Many Puerto Rican children do not speak English, the language of instruction of our public schools. The number of pupils with serious to severe language difficulties in New York City in October 1970, was 135,000 or 11.3 percent of the school population. Puerto Ricans constitute 94,800 or 70 percent of these students. More than one out of every three Puerto Rican pupils—38.7 percent—has a serious-to-severe language difficulty.

For these 94,800 Puerto Ricans in New York City and their classmates in other cities, school is a disorienting experience. They do not understand the teacher or their schoolbooks. Guidance counselors advise them only in English. There is evidence that some school systems in Connecticut and Massachusetts place Puerto Rican children in the lowest tracks or in educationally mentally retarded (EMR) classes without adequate testing in Spanish.

I would like to state for the record a young man who is a summer law intern with the commission this year by the name of Hector Nava, who came to New York City and was placed in a class for educationally mentally retarded, subsequently struggled through, went on to a vocational high school, which was rather a poor school but he did manage to go to a college out in Maine and then he subsequently transferred on to Harvard and graduated from Harvard with high honors and is now a law student at Georgetown University. If anything, this is a very clear and immediate example of what we are talking about.

Mr. **Edwards**. If I may interrupt, my executive assistant in San Jose, Jesse Delgado, had the same experience as a young Chicano coming from Mexico. In elementary school he was placed in a class for those considered retarded, yet he was graduated not only with all A's from the high school later, but also had an exemplary record from San Jose State College. That is a parallel case.

Proceed, please.

Mr. **Nunez**. Spanish language testing is almost nonexistent. New York City does not administer any standardized tests to its non-English-speaking students.

The programs and personnel available to these language-disadvantaged students fall far short of their needs. One response has been English as a second language instruction, a course in English language skills that utilizes a phonetics approach. The class is given for a limited number of hours per week, perhaps 4 or 5, by teachers with no foreign language competency.

A small number of bilingual programs represent the second response of the city school system to the needs of disadvantaged Puerto Rican and other linguistically-hindered students. It is a sad commentary on the sensitivity of the school system to note that the impetus for most of the programs, however, comes from concerned parents and responsive local administrators, not from the board of education.

A look at school system personnel further reveals the disadvantaged position of Spanish-speaking students. In 1969, of 59,104 teachers, 89.4 percent were white, 9.1 percent were black, and 0.8 percent were Puerto Rican.

There were 969 principals, four were Puerto Rican and 37 were black. The remainder, 95.3 percent, were white. In that year 3.8 percent of the total staff were Puerto Rican while the Puerto Rican student population amounted to 21.5 percent. There were 464 Puerto Rican teachers as against 240,746 Puerto Rican students. Although guidance counselors are the key personnel in student adjustment, there were only 10 Spanish-surnamed counselors for the entire Puerto Rican student population. In Bridgeport there was not one Puerto Rican counselor for 5,000 Puerto Rican students.

In 1970-71 the employment of Spanish-surnamed persons in New York City schools had improved somewhat but the Spanish-surnamed student population had also increased. In that year out of 71,634 full-time professional employees, 1,111 or 1.6 percent were Spanish surnamed compared to a student population almost 23 percent Puerto Rican. According to a New York State survey, Puerto Ricans are the most underrepresented of any ethnic groups in the city in terms of professional personnel. There are 294 Spanish-surnamed pupils to every Spanish-surnamed school personnel. The ratio for whites is only 7 to 1. The underrepresentation of Spanish-surnamed faculty is reflected further in the districts and high schools with the heaviest concentration of Puerto Ricans.

Table II in my statement submitted for the record indicates this situation.

(Table II follows:)

TABLE II

| | Percent of Spanish-surnamed staff | Percent of Puerto Ricans enrolled |
|---|---|---|
| District: | | |
| 1 | 2.3 | 68.2 |
| 4 | 3.3 | 63.9 |
| 7 | 5.7 | 64.1 |
| 12 | 4.6 | 55.7 |
| 14 | 2.6 | 62.2 |

| High school location | Percent of Puerto Rican student population | Percent of Spanish-speaking staff |
|---|---|---|
| Benjamin Franklin, Manhattan | 48.8 | 5.3 |
| Harren, Manhattan | 46.7 | 2.9 |
| Morris, Bronx | 60.4 | 7.2 |
| Eastern District, Brooklyn | 61.6 | 2.8 |

Mr. NUNEZ. Public education in America is still a matter of local finance and control. But increasingly, Federal dollars are assuming a greater role in public education. In 1970-71, New York City received $125 million under title I of ESEA for aid to disadvantaged children.

Two of the options available under title I which are of a particular concern to Spanish-speaking students are English-as-a-second language and bilingual programs.

The school districts in New York City collectively spend $85,756,905 on title I programs. Of that amount they currently are spending $4,126,417 on programs designed to deal with language difficulties of disadvantaged students. Not more than 14,400 of the 135,000 pupils, the majority of whom are Spanish speaking, are served by these programs, however.

I might point out that this represents a sharp improvement over the previous school year when barely $1 million was spent on bilingual and English-as-a-second language programs.

The central board of education administers several city wide title I programs on the elementary and junior high school level and also has responsibility for title I programs in the high schools. The board spent $1,024,000 of its title I funds this year on a program of recruitment and training of Spanish-speaking teachers. A program that is over 4 years has placed about one-half of the 1,000 Spanish-speaking teachers in the public schools.

None of the other centrally administered programs are geared specifically toward non-English-speaking students. This is not to say that Spanish-speaking students do not derive some benefits from some of the other title I programs administered by the Central Board. The $12 million college-bound program operates in 31 high schools including such predominantly Puerto Rican high schools as Benjamin Franklin, Harren, Eastern District, and Morris. This program aims to raise the academic level of students from poverty backgrounds and help them gain admission to college. There is no reliable evidence that many Puerto Rican students benefit from the college-bound program because of the high dropout rate among Puerto Rican students in New York City.

Tital VII of the Elementary and Secondary Education Act authorizes the Office of Education of the U.S. Department of Health, Education, and Welfare to fund bilingual-bicultural programs operated by local school districts. These demonstration projects are designed to meet the special educational needs of children from low-income families who have limited English-speaking ability and in whose home environment the dominant language is one other than English.

The fiscal year 1971 congressional appropriation was $25 million. New York received slightly more than $1 million.

According to title VII officials, grants are awarded solely on the basis of proposal merit. Awards are not based upon a criteria of need since the amount of appropriated funds has never been large enough to deal with the scope of the non-English-speaking problems.

Title VII officials state that the amount of money going to the northeast has increased significantly in the current fiscal year. This is an encouraging trend, but much more needs to be done to correct the gross disparities of past years when disproportionate amounts went to two States, California and Texas.

The total number of pupils reached by title VII bilingual programs in New York is 5,000—only a small portion of the 135,000 non-English-speaking city schoolchildren who need such programs and services.

## RECOMMENDATIONS

The Commission will be making its major recommendations when it releases its report of the Puerto Rican project. There are, however, three immediate actions which can be initiated now by the executive branch, and which could go far in helping the Spanish-speaking student.

First an accurate census of Spanish origin groups should be conducted. HEW should require that local school districts annually report their Spanish origin populations where this group is significant in number. Such reports by local school districts should include information on non-English speaking students and student achievement by ethnic group.

Second HEW should require State title I plans and local school districts to program funds for the special needs of linguistically disadvantaged students.

Third, the Department of HEW should initiate a title VI compliance review of the New York City school system, the "schoolhouse" for perhaps 70 percent of the Nation's Puerto Rican schoolchildren.

This presentation demonstrates the disadvantaged position of Spanish origin non-English speaking children in the New York City schools. The failure to use Federal funds to meet the needs of Spanish-speaking children violates title VI of the Civil Rights Act of 1964 and the implementing May 25, 1970, memorandum. The failure of that city to develop an affirmative nondiscriminatory program for this population should receive a high priority at HEW.

The urging by the members of the subcommittee of such administrative action or the sponsorship of appropriate legislation would do much for the aspirations of your fellow citizens, the Nation's 12 million Chicanos, Puertoriquenos, Cubanos, and Latinos.

Thank you.

Mr. EDWARDS. Thank you very much. I am not sure that the subcommittee did not err in grouping the problems of the Spanish-surnamed people of the Southwest with the problems of Puerto Ricans, although theirproblems seem to run along similar lines. Would both you gentlemen agree that there are significant parallels in the discrimination and in the disadvantaged conditions?

Mr. RUIZ. Yes, insofar as language is concerned, the bilingual part of it and the lack of funding for those problems.

Mr. EDWARDS. Would you prefer to see these problems treated separately?

Mr. RUIZ. Yes.

Mr. NUNEZ. As I pointed out in my statement, the majority of Puerto Ricans do live in New York City, 70 percent roughly. It is an abnormal situation where you have so many people concentrated in a system that is utterly failing our community.

The Commission has experienced quite a lot of difficulty in developing this study over the years and has noted the increasing disparity in Puerto Rican communities across the country.

At one time there was a feeling in the States that in general the Puerto Ricans were nice people, docile, and what you see is an increasing sense of frustration and militancy. A lot of it is emerging in schools. I remember as a member of the board of education there were many confrontations the board had to have with students at the different colleges. With all the new programs, they really have just not made enough of an impact on the problem. If you look at them and analyze—as the statement shows, that 5 or 10 percent of the problem, the problem will not be resolved until this country makes a determination that we are going to make some funding into this to make a difference.

Mr. **Edwards.** Has the Commission asked HEW for these three immediate actions which could be initiated now or have you formally suggested to the executive branch that the recommendations contained in your testimony be implemented?

Mr. **Sloane.** With respect to both the Mexican American study and Puerto Rican studies, we are in midjourney; we have tried to find out the scope and extent and nature of the problem. We have not worked out comprehensive recommendations with respect to either.

We have not made formal recommendations to any agency. For this hearing we made it our business to find out what HEW and other Federal agencies were doing to meet the problems. Our reports are public and we find out they have been doing very little.

Mr. **Powell.** We requested HEW to make a study of New York City schools; we have made that request.

Mr. **Edwards.** What has been HEW's response?

Mr. **Powell.** I do not know that we have a formal response. It is my understanding they are beginning to initiate such a study. I think the determination to make such a study is in process, whether they will make it or not, I do not know.

Mr. **Edwards.** The subcommittee will be very interested in the results of that study.

I yield to Mr. Wiggins.

Mr. **Wiggins.** Thank you.

I direct the first question to Mr. Ruiz. Our clear national policy, as we all know, is that students shall not be segregated on the basis of race or other nongermane factors in attendance of public schools. And yet your report fully documents that Spanish-speaking youngsters have special education problems.

Do you find that it is difficult to deal with those special education problems without segregating the children who have those problems for purposes of giving them the special instructions that they may need and, if so, is it really going to be possible for us to deal with those unique problems without, if not separating them in different schools, at least separating them in different classes for special instruction?

Mr. **Ruiz.** We are not talking of racial segregation. But of segregation in the sense of teaching persons who have special problems. The persons, whether they be in urban populations or out in the country, are more or less together defective and an input is absolutely required in these situations in order to keep from perpetuating a situation where your Mexican, as you know him, a Mexican American speaks English with a Spanish accent and Spanish with an English accent and goes nowhere. These are special problems of language. In those areas where this de facto matter does not exist, if you can escape it, the dropout rate, unless you have an exceedingly bright youngster, is even greater.

In many of those instances he is completely lost by virtue of the language situation.

Mr. **Wiggins.** I would agree with you if your statement is that segregation of young children on the basis of educational capabilities for the purpose of special instruction would not be a violation of the Constitution. But your prepared statement is critical of that process. Your prepared statement indicates you view with concern—I think that is your language—the segregation of Spanish-speaking youngsters within single schools—the designation of those youngsters, very unfortunately, as EMR students. I wish they were called something else. Let us call hem educationally deprived—no, that is not a good word, either.

Are you not, in a sense, working at cross-purposes?

Mr. **Ruiz**. No. Take a school where we have 40 percent Mexican Americans and 60 percent Anglos. Within those schools you can have special language instruction, as going to gym or as part of the curriculum, in order to give them a boost, particularly in the undergraduate schools so they can catch up.

For example, when we speak of bilingual education, we have youngsters coming in that do not speak English, if you have a teacher that can use the Spanish language in order in Spanish to explain what the English is instead of a teacher that does not understand Spanish and is speaking entirely in English and there is a lack of understanding and there is an immediate dropout—immediate dropout, I say, because that youngster begins to go down. But within the schools, within the institutions themselves you can have classes.

That does not segregate them.

Mr. **Wiggins**. Wouldn't you be disturbed if it developed that 75, 80, or 90 percent of the Spanish-speaking youngsters were placed in special classes because of an identifiable educational problem?

Mr. **Ruiz**. Let us assume there is a school with 75 percent. They are already there by virtue of the de facto setup. They need special instruction. It does not change the picture whatsoever.

Mr. **Wiggins**. I do not disagree but I have observed that educators across this country are gun-shy of placing children in special classes, particularly if there is an identifiable racial group that fits into that special class. They feel obliged to place all youngsters together and the net effect is that all suffer.

Mr. **Ruiz**. That is because you are mixing them. You start with the premise of mixing. The idea with respect to those is you can observe—you do not have to have special tests—you can walk in, select those immediately that need special training to catch up with the others with respect to the others.

Mr. **Wiggins**. I think Mr. Sloane is eager to answer.

Mr. **Sloane**. One of the problems we found with respect to practice in the schools of the Southwest, they seem to start on the assumption there is something wrong, something not normal about the Mexican American child, based on the problem of language.

The most horrible example is the one Mr. Nunez and the chairman mentioned of placing bright children in the EMR classes.

The approach toward remedying the problem again starts with believing there is something wrong with the child, programs in remedial reading start with that assumption. We took a look at several of the most popular means of overcoming problems of language. It seemed to us that the most promising was bilingual education. It does not start with that assumption. It is a program to reach all children, not just Mexican American but all children, to teach two cultures to Mexican Americans and Anglo children.

Mexican American children are conscious of being not only separate but unequal. This is driven home to them from the day they enter school. It seems to us the bilingual solution is the best of all.

Mr. **Wiggins.** Does it occur to you that English-speaking children might have no desire to speak Spanish? I think it would be an unfortunate choice, but to compel them to attend a Spanish class not for their benefit but a class primarily for the Spanish-speaking does not seem to me to be the answer.

Mr. **Ruiz.** It would be a rich cultural loss to the Anglo child.

Mr. **Wiggins.** Bilingual education classes in my district and elsewhere are regarded as devices and techniques to be encouraged to help Spanish-speaking youngsters master English sufficiently to progress normally with their education. But compelling Anglo students' attendance at these classes has the impact of retarding their education somewhat.

Mr. **Nunez.** I do not think we can advocate compelling anyone to attend a bilingual class. I recall a few demonstrations being done in New York. The non-Spanish-speaking in those schools are eager to attend the classes.

You raise the question of segregation; the fact of the matter is every large urban school district in the United States, particularly in the Northeast, is a segregated institution.

I would say black and Puerto Ricans in New York City attend schools that are predominantly black and Puerto Rican. That will not change unless we work with the suburbs. Those are the realities we face. While we work on the problem of segregation, we must develop and have significant programs that will focus on the special needs. As we cited in our statement, in New York City there are 135,000 young people who have a severe language difficulty. My experience in working with Puerto Rican high school graduates and trying to place them in college, it is not a question of they do not speak English, but the process of their going through the school system and learning it. We find perhaps they are 2 or 3 years behind their grade level in reading.

When they go to college, they have an immediate and enormous problem. We are talking of high school graduates, not the youngsters that dropped out.

Mr. **Wiggins.** Do you think it would offend the law or the policies we are implementing if a fairly administered test—assume that fact for the moment—a fairly administered test were given to all students without reference to ethnic or racial background and those with a language problem were separated not for all purposes, but for purposes of special language instruction, even if it developed in a given school district that that special class was wholly Spanish-speaking, Mexican American? Would that segregation offend you or offend the law?

Mr. **Nunez.** Not particularly. Out of the 135,000 students in New York City with a language disability, our figures indicate only 70 percent are Spanish speaking or Puerto Rican; they are French speaking from Haiti—people from all over the world—Greeks, Italians, and so on.

I think we are interested in getting to the problem. We are talking about not putting them in a class for the mentally retarded but putting them together to beef up their English competency and I see no difficulty with that. I do not believe the Commission would.

Mr. WIGGINS. Let me tell you an experience Mr. Ruiz may know about, personally. I was born in El Monte—you know where that is?

Mr. RUIZ. I certainly do.

Mr. WIGGINS. El Monte is a city with a heavy population of Mexican- or Spanish-speaking citizens. When the city was smaller, it was the policy of the school district back in the thirties and forties——

Mr. RUIZ. Hix Camp is in El Monte.

Mr. WIGGINS. It used to be Wiggins Camp.

Mr. RUIZ. I remember.

Mr. WIGGINS. I try to forget it.

I am speaking of the sins of omission and commission of great-grandparents of mine. I was born there, my father and his father and his father were born in El Monte.

Mr. RUIZ. We had a lot of trouble in Hix Camp.

Mr. WIGGINS. When the city was smaller, it was the policy of the school district to take all Mexican students beginning in the elementary schools and place them in a separate school for the first three grades. It was Lexington School. After graduation, in the fourth grade they went to the school where all children went. Bilingual teachers were assigned to Lexington School. Mexican was the predominant language, practically the only language in Lexington School. It was a difficult task for teachers to introduce the English language to these youngsters for the first time. Their homes were monolinguistic and it was wholly Mexican.

That practice was abandoned, as it should have been. It probably was clearly unconstitutional.

Mr. RUIZ. That was abandoned about 1946.

Mr. WIGGINS. Yes.

Mr. RUIZ. I was part of it.

Mr. WIGGINS. It was clearly, unconstitutional. The vice was that it placed all children without reference to their special educational problems, solely on the basis of their ethnic background, in a segregated school, but it represented an attempt, I think, by a school district to deal with the problem. That same school district now has a terrible problem of youngsters coming in to the first grade speaking literally no English, but they feel they are compelled to keep them together with Anglo children at all levels of instruction.

The consequence is that nobody gets a very good education out of that. I hope that we do not become so sensitive to the problems of race and ethnic background that we are incapable of dealing with genuine educational problems.

Mr. RUIZ. I will be happy to check into the elementary situation.

I am well acquainted with the historical elements of the city of El Monte. I will make a report to you personally on that with respect to certain resource material that I can go into.

Mr. WIGGINS. The whole thrust of my remarks is perhaps embodied in my effort to sum up, that is, that we should not limit the right of school districts, in my opinion, to segregate youngsters on the basis of their educational need and to deal with those problems. If, as a by-product—a wholly unintended byproduct—the classes became temporarily segregated on the basis of race or ethnic background, that is a consequence we have to endure in order to deal with the educational problem.

Mr. **Sloane.** My problem with that is that it is based again on an assumption which is somewhat defeatist. I do not think the schools are powerless or so lacking in imagination as to work out devices for children of different ethnic backgrounds through other than segregation.

As Mr. Nunez pointed out, it is not forcing children to learn another culture. Our experience has been many Anglo parents would like their children to have some experience with the culture of the area.

It is not really a question if imposing this on a child in the area.

Mr. **Wiggins.** I think it would almost be accepted without argument that a class that has to be conducted practically in two languages is going to proceed more slowly than one conducted in one.

Mr. **Ruiz.** I have learned, Congressman, that the comparative concept is wonderful. In this sense, my specialty in law is comparative law, international private law. I learned my California law a heck of a lot better by learning Mexican law, by virtue of the fact that in order to learn one, you improve on the other. When we get down to comparative language, a student will learn his English language better if he is exposed to a comparison.

This is a psychological process which, in these things, may have to be considered when we finally work out the proper gimmick.

This is comparatively new: bilingual education. It is not something that has been going on for the last 15 or 20 years. It is in the experimental stage and there have been some instances of great fruition to all students that are exposed to it.

Mr. **Wiggins.** I hope this discussion could be resolved by studies and achievement tests that have been conducted to determine whether or not my fears are genuine.

I will conclude with this observation, Mr. Chairman. In your prepared testimony, Mr. Ruiz, you indicated opposition to the grouping of students on the basis of their educational attainments.

I think that probably was based upon the belief that those having language difficulties would be at the bottom of the scale and there would be feelings of discrimination, a feeling of second-class student citizenship, which I understand, but on the other hand, I do not think we should discriminate against a brilliant student, either. He should be allowed to proceed as fast as his capabilities allow.

If we put bright kids with those not so bright, I hope it does not become a civil rights matter to do so.

Mr. **Nunez.** I recall at the University of the City of New York, at the beginning those arguments were put forth, "Why would you want to bring them to this university that has such high standards?" What we were saying is that we have not given up on young people yet. Our society sort of makes a judgment, you drop out of high school, that means you will not go any further.

You go to a vocational high school, that means you will never go to college. I think the educational system should be more concerned about the final product rather than what the youngster brings to the school, so that he can come out a better person. I think a lot of educators in our society are concerned with guaranteeing success.

In cities like New York, they have these highly specialized high schools, like Stuyvesant and Bronx Science. Every student has to have a certain average, like practically an A average before being eligible to enter. Then the school says 99 percent of these youngsters go to college and the school was a success.

My feeling is that the youngster would have gone to college even if he had not gone to that school. The school has the better teachers and equipment. It does not prove anything that they went to that school. I think a lot more could be proved in certain of these programs where you get a youngster—I think you are doing more in an educational sense when you get a youngster who does not look as though he will make it but, because of the educational intervention process, you light a flame for knowledge in that youngster and he spurts out.

The situation with Spanish-speaking youngsters is we do not know that much; the school system does not know that much. They do not understand them. Do not understand the culture—where they come from. They make a judgment that they are a failure at the beginning. It will take a while, 3 or 4 years, but they have to be given this opportunity.

The incident of citing that they be put in for 3 or 4 years, there was already a judgment that they will not make it.

Mr. **Wiggins**. That was bad.

I do not support that.

The fact is, as we all know, the teachers make this judgment every day anyway. My young son is attending a school here in Washington and his teacher puts the class in reading groups when they study reading, little circles of five or 10 youngsters in a group. The kids know that those are identifiable reading groups, one, two and three, based on their capability to read.

I take it, it is easier for the teacher to instruct on that basis and the kids are mindful of the fact they are in reading group 1, or 2 or 3—what have you.

I hope they aspire to rise to the top.

Mr. **Ruiz**. They do not feel segregated, do they?

Mr. **Wiggins**. I cannot tell you whether they are emotionally scarred as a result of these reading groups.

Mr. **Ruiz**. This is what we are interested in.

Mr. **Wiggins**. My son reads very well and he is very proud of the fact he is in reading group 1.

Mr. **Powell**. I think you misconstrued our statement. I do not think we say anything about assigning people on the basis of their intelligence but we decry that you give a Spanish-speaking child an intelligence test in English and he is assigned as a result of that. It is probably illegal. Nowhere do we address the assignment based on intelligence. What we address is inquiring into the intelligence of a Spanish-speaking child and that is to make the test valid.

Mr. **Keating**. On that point, not only the English language is a handicap but also the background of the individual child, the cultural background. If you are questioning based on one culture as opposed to the other, or on other experiences, if you will, he is not going to score as high as someone else if you use a standard he is not accustomed to. It is more than just a language.

Mr. **Ruiz**. They had one, "Put the tail on the donkey." Most youngsters flunked and they changed it to "Put the tail on the burro" and all got good grades.

Mr. **Keating**. Let me just say that I would like to see a copy of the report because this area of discussion is of great interest and what you provide Congressman Wiggins I can possibly obtain from him on this El Monte situation.

I would like to have that available to me if I can. I do not happen to have the bilingual problems in my district, but I think it is a matter of great interest and concern. We have a school in our district that is college preparatory and is, I guess, 60 percent white and 40 percent black, but if it were not a college preparatory school and did not draw from the entire community it would probably be 90 percent black and 10 percent white.

There is busing to this school by reason of people wanting to go to the school because it is a select school and it has a mix in it, really, and they are going through the throes of discussing what should they do in our community. They had a big vote and decided to keep it as it was.

I suspect on an annual basis, they will be trying to decide what to do with it or about it. It is based on an entrance examination.

Mr. Nunez. One point of commonality between Mexicans and Puerto Ricans is the way they become American citizens; that is, they were made American citizens. In Puerto Rico, Spanish is legal and they are all American citizens. I understand this is and was the case according to Commissioner Ruiz' statement earlier in California. It is not a question that immigrants came here and had to learn the language of the country. They were here already and were made Americans. It was the legislation authorizing this when the United States gave the Puerto Ricans the right to use their language. I think we can begin to look at America as a bilingual society. It is not that unique. There are several countries where several languages are spoken.

I think it is legitimate. Sometimes our critics feel this is wrong. We are not saying people will communicate solely in Spanish, we are saying they should be allowed to communicate equally in Spanish and English. I think it is a legitimate aspiration for our communities in the Southwest and Northeast.

The other fact is that it is clear that the current way of educating Spanish speaking in a traditional way does not work for our people and we have to develop special cultures, bilingual cultures with English as a second language, all the special programing. What has happened shows no evidence we are moving from where we are at. It is very discouraging and we have to take new directions.

Mr. Keating. Let me ask you as a man interested as I know you are in equal and civil rights for all Americans: Does it bother you that we have selected those minority groups that are racially identifiable, identifiable by physical characteristics, for specialized treatment and have not considered other minority groups in our society?

Mr. Ruiz. We are considering other minority groups, other ethnics are coming into this at the present time because this is being expanded. With respect to the specialized treatment, there is really nothing wrong with that. For example, first I am an American but I am a very special kind of American. I am a Mexican American. By virtue of that I have two cultures and two languages. I have a little bit more by virtue of that than a lot of people around us here that would give their right arms to be bilingual.

Mr. Keating. We do not intend to say that, if I am a Pole, however.

Mr. Ruiz. No, as I say this, in the last statement from HEW, they are going into that field, they feel this is remedial and necessary. We have to start someplace. We start with the Mexican Americans in the Southwest because there are so many of us.

Mr. KEATING. I notice that not just in the language field but in the programs to enrich the curriculum by providing opportunities to learn about the culture, the heritage of the predominant minority, they are pretty well confined to Chicanos and blacks right now.

Mr. RUIZ. Yes.

Mr. KEATING. I have not heard of any major effort to isolate the Polish precincts of Detroit, if there are any in Detroit.

Mr. RUIZ. The Jews are setting up their own colleges.

Mr. KEATING. That is true. That is a large minority group. I do not know whether the public schools of New York have special classes with respect to Jewish culture.

Mr. EDWARDS. Mr. Ruiz, and Mr. Nunez, both of your testimonies have allegations with proof attached thereto that have very much to do with the jurisdiction not only of the Civil Rights Commission, but of this subcommittee, the House Subcommittee on the Judiciary. They have to do with the deprivation of rights for equal opportunity and education.

Also it seems to me in both of your testimonies there are parallel accusations, shall we say, of deficiencies and inequities and violations of the law. One, that there are a lot of school districts that remain segregated in violation of the Board of Education. Is that correct? Certainly in the Southwest and to some extent in New York.

Mr. NUNEZ. It is more de facto in New York.

Mr. EDWARDS. It is de jure in the Southwest. We will not go into the question of whether they are illegal. However, you do find specific things that could be cured if local, Federal, and State governments were interested in curing them.

For example, the teachers and administrators are largely Anglo. There apparently has not been a real effort made to permit or have the appropriate proportion of Chicanos or Puerto Rican teachers; is that correct?

Mr. NUNEZ. Yes, sir.

Mr. EDWARDS. There is no real effort by the school districts to have decent community relationships insofar as language is concerned at PTA meetings, is not that correct—there is a refusal to include the two cultures, and to develop an appreciation of the second culture. In both areas—the Northeast and the Southwest, the Anglo culture is emphasized to some extent as though the Spanish-speaking culture does not exist. Insofar as the language difficulty in both areas, there is a minimal effort being made to provide remedial help. Yet there are some very definite things that should be done.

Mr. RUIZ. For example, the Office of Education has on its payroll nearly 3,000 full-time persons in Washington and regional offices. Only 50 are Spanish-speaking. To the best of our knowledge, only one of the Spanish-speaking personnel has direct-funding authority for a program which is allocated on a basis other than a set formula, one chicano supergrade GS-16, one person who would have anything to say about where money would go. You need someone there with a comprehension of these things.

Mr. NUNEZ. I was thinking of what you said, Mr. Wiggins, as to why just the Chicanos, and Puerto Ricans, why should they have these special programs and why should not any other group have them?

The point is the traditional method of instruction is not working for us. The same way you might have enriched curriculum for someone, we are asking for special programs that will work for these people. Congress has approved this. You have your Bilingual Education Act. It is the law of the land. There are many laws that have endorsed this concept, the point being that they are not applied equally. There is little funding involved in it but the concept has been accepted by the Congress of this special programing.

If Puerto Ricans and Mexican-Americans had the same educational level, the same income level, the same access to all government positions and to the business world, I am sure there would not be a demand for special programs to begin to bridge this gap. This is a problem—that is what we are trying to deal with and you need new approaches for this problem.

Mr. **Wiggins.** You will not have any problem with me ever if we deal with the problems of individuals. However, I do have some reservation when we start dealing with racial classes as classes, without reference to the problems that may be embodied generally in the members of that class.

Mr. **Edwards.** Mr. Garrison?

Mr. **Garrison.** Have there been any successful, demonstrably successful, educational techniques that have been utilized on a pilot or experimental basis in either the Southwest or New York that you would like to call to the attention of the subcommittee?

Mr. **Nunez.** Yes, sir. Most of the funded bilingual programs are funded on an experimental program. You are talking of the education of a child and it takes a while to determine whether any of this—this $25 million is funding several bilingual projects around the country and I do not believe they have come out with any reports.

They are in the second year and I believe they have to come out soon with reports as to which have succeeded.

Mr. **Sloane.** In terms of showing objective evidence on achievement scores, there is none yet.

Mr. **Garrison.** Are you saying that is the case both with respect to bilingual programs and other types of experimental education?

Mr. **Ruiz.** I know of one in Los Angeles. It is not a public educational school but a parish school where they have bilingual education and the result is surprising. The children in this school have learned English expertly as well as their native origin tongue.

Mr. **Garrison.** If you could supply the subcommittee with any reports of this type that you are aware of or become aware of, that could be helpful.

Has any State other than California adopted a State policy of attempting to overcome ethnic imbalance in the public schools? I believe that as of the time that the first report was made only California had such a policy. Has any of the other States?

Mr. **Nunez.** I understand Massachusetts passed a law recently. The young man that headed up our study project, we understand will have results soon of their bilingual program. We will try to get a copy of that report and send it on to you as soon as it is released. I believe it is one of the first reports of the findings of bilingual—they have been in operation for 2 years so they are coming out with a report.

Mr. **Garrison.** What is the State of New York's policy toward the question of racial imbalance within individual schools?

Does it have any systematic policy to overcome that imbalance? I have had the impression there must be within the city of New York a large number of schools which are predominantly Puerto Rican, or black in some cases—clearly racially or ethnically identifiable schools. I also take it that the State of California has a policy designed to minimize such imbalance, whether or not constitutionally required, simply as a matter of State policy.

Mr. **Nunez.** You are raising the legal question.

Mr. **Garrison.** I am raising the question of State law.

Mr. **Powell.** We will be glad to provide the subcommittee information in that regard.

At one time, 4 or 5 years ago, the then commissioner of education, Mr. Allen, did implement such a policy. The status of that has changed with the passage of laws by the State legislature and decisions of the courts. It is my belief there is not now in being a policy which would affect what is described as de facto segregation but we can give you particulars on that.

Mr. **Ruiz.** In answer to Congressman Wiggins' query as to the projects funded under the educational program, it stated they were concerned with 19 languages in addition to English and this included Spanish, French, Portugese, Chinese, Russian and 13 American Indian languages. So you see we are going into that field. This has just started. It was 1972.

So, apparently there is some reason that they have decided that this should be done.

Mr. **Garrison.** In the State of New York, isn't there a very large Italian-American community.

Mr. **Ruiz.** Yes.

Mr. **Garrison.** Don't you have comparable problems in that many of those parents do not speak English?

Mr. **Nunez.** Not really. They are second or third generation Americans and the young people, you do not really—as I pointed out in my testimony, there are—the school system in New York City has identified approximately 135,000 young people with language handicaps and 70 percent of them are Spanish speaking. Obviously, the other 30 percent are other languages, maybe Italian, Greek, all sorts of immigrants—Israelis or Haitians from Haiti, who speak French. There are all sorts of language problems in New York City.

Mr. **Powell.** The provision of title VII would apply to other foreign language students, they would be entitled to the program where the need is demonstrated.

Mr. **Garrison.** I suppose that if you go back a sufficient number of years, you get to a point where there would have been in New York a much larger contingent of first-generation Italians and there would have been fewer Puerto Ricans at that time. Did the city of New York at any time in the past conduct programs for another ethnic group, such as the Italian Americans, similar to what you are advocating be done for Puerto Rican Americans?

Mr. **Nunez.** Yes, they did conduct classes in Italian but it was more in an ad hoc sort of way, 50 or 60 years ago in New York City. What we are advocating is the law of the land; it has been accepted by the Congress, all these programs have been approved, and HEW is making some effort to implement them around the country.

The Federal presence in education is relatively a new phenomenon that has occurred in the last 20 years. I do not believe it was very existent at the time you are citing, at the time of the great migrations.

Another point we should be aware of is probably 95 percent of those immigrants dropped out of school after 3 or 4 years. We are in a different society where if you do not have a high school diploma, you are in trouble and that was not the case 50 or 60 years ago. Education was not the requirement for successful work. Today the connection between education and success in your adult life is very close. It becomes the key to the advancement of any community education. You look at Mexican Americans and Puerto Ricans, the median age of Puerto Ricans is 19 years and the median age of Americans is 29, I believe. We will salvage our community if we change our educational program. We believe education is the vehicle through which we can enter American society through our community.

Mr. **Ruiz**. Some of the people came from Europe and they were cut off by the Atlantic Ocean. In the Southwest we have been going north and south and south and north over the border. This continues to this day. I recall not so long ago where members of the family couldn't care less whether a child was born in the United States or in Mexico because of this migration back and forth. It is like East and West Germany. You see it is an artificial wall, for these people who have been here so long, there is an artificial line and they have perpetuated this. Now, we have to solve the problem. We will not be able to solve it by saying—as history indicates—by saying you have been cut off from members of your families, from cousins and so on as is the situation with other ethnics and this is the problem we have to attack.

Mr. **Garrison**. Have any of the educators of the Southwest tried to justify the exclusive use of English for classroom instruction for first-grade students who do not speak English on any educational basis? Have they alleged that the best way to teach the language and to get the child—to force him, in effect—to learn English is to go ahead and teach in English so that he has no choice?

Mr. **Ruiz**. That has been part of the historical area. The youngster comes in and the teacher is speaking in English and he does not know what is going on. Therefore, he is a dummy.

Mr. **Garrison**. Has it been——

Mr. **Powell**. Yes.

Mr. **Garrison** (continuing). A conscious belief of the school authorities that they were forcing the child to learn English?

Mr. **Powell**. They have consciously done that by saying if you want to learn English, listen to the English language as spoken.

Mr. **Garrison**. You do not believe that the process of forcing the child to learn English would yield more benefit than harm to the student?

Mr. **Powell**. No, it does not. There is a lack of comprehension and when you start falling out, you do not fall out at the 8th grade, it is a historical process, as you are developing. You become a dropout in the first grade.

Mr. **Nunez**. I do not believe there is any responsible educator—I am sure there is some principal of some small school who might say what they have to do is forget Spanish and learn English. That is the problem, but I think most people looking at this, regional educators in the Southwest do advocate these new approaches.

Mr. **Sloane**. Just on the basis of our survey and investigations we found there is a widespread belief among the Southwest educators that a child speaking Spanish is somehow educationally handicapped in entering the society he will enter. We sent out an extensive questionnaire to school superintendents and one of the questions was the extent to which they had a no-Spanish rule and we got a surprisingly large affirmative response, people who readily say they prohibit Spanish to the point of disciplining children who speak Spanish in the classroom or on the school grounds. They do feel this is educationally sound and good for the child in the long rum.

We believe that is unsound but it is still widespread. Our survey was 3 years ago but in view of the recent HEW memorandum dealing with language problems, we believe the overt no-Spanish rule has died down. The beliefs underlying it are still prevalent, though.

Mr. GARRISON. Do you know whether there has been any type of empirical study done by sociologists or psychologists on the educational psychology side of this argument? What I am concerned about here is whether we are not witnessing an argument within the educational community over what is the best educational policy, rather than something which should be viewed as a constitutional question. If "experts" disagree as to which policy is educationally sound, that leaves the impact of the 14th amendment, for example, somewhat unclear.

Mr. NUNEZ. Our investigation clearly indicates that what we are using now is inadequate, a failure. At least there should be an obligation to try new techniques. It seems to me the theory of teaching English while a person speaks in Spanish, in and of itself is a failure, that children should be taught subject matter in their native language and at the same time be taught English until they develop the facility. At the same time they are being taught English, they need to be taught mathematics, English, and sciences.

In the meantime, this present educational approach is not working with Spanish-speaking children.

Mr. GARRISON. On a common sense basis, I would agree. It seems only sensible that, if the child does not speak English, you should at least begin teaching him substantive material in the language he uses.

Mr. NUNEZ. Unfortunately, all too often that does not happen. They are sent to remedial classes to learn English and mathematics is taught in English, not Spanish.

Mr. GARRISON. My question is whether there have been any studies that have tried really to determine the validity of that common sense analysis.

Mr. RUIZ. Yes, there are studies. One very excellent one by a Ph. D., Dr. Manuel Guerra, from the University of Southern California and there is a lot of literature by sociologists and psychologists available that can be procurred which affirms that.

Mr. GARRISON. The only reason that I explore that point at this length is that I have some recollection of reading that people who operate the professional language schools, like Berlitz for example, and others, have said that total immersion is the best way to learn a language.

I do not know whether that is true, and certainly not whether it is true for children even if true for adults. But what would appear to be a common sense answer does not always prove true upon rigorous study of the matter.

Mr. RUIZ. Dr. Carter has a tremendous book on the question with a lot of citations on the matter you are suggesting.

Mr. SLOANE. While, perhaps, a thorough immersion may work in Berlitz, while in the five Southwestern States two out of three Mexican American kids will never see a diploma—the system is not working there. We have measured achievements and consistently there is a wide gap for the Mexican American children and the achievements of the Anglo children as the situation operates now. Scientists may differ on the best methods to improve the system but clearly the system as we have it now with the no-Spanish rule is not working.

Mr. POWELL. Even if the Berlitz people are right, would the Berlitz try to teach the American people mathematics in Spanish? It seems to me they have to learn the subject matter in their native language. It does not go to the point.

Mr. GARRISON. I agree that those are legitimate questions, which I will not try to answer. I only wanted to know what studies have been made of the problem.

Mr. NUNEZ. There is a professor on the board of education that has made a study. We will try to get a copy for the committee.

Mr. GARRISON. Thank you.

Mr. EDWARDS. I regret we must adjourn now because the House is calling with three lights up there. Gentlemen, we appreciate the work that the Civil Rights Commission is doing in this very important area and the chairman feels, to some extent, encouraged by your optimism that there are certain things that can be done that will result in a marked improvement in education for Spanish-surnamed people.

I think you will agree there are many things these governments, State, local and Federal, are not doing, that would help the local situation, is that correct?

Mr. NUNEZ. Yes.

Mr. EDWARDS. You are going to point up in future reports what should be done and make recommendations to the executive or the Congress. This subcommittee will be with you during the entire time.

Commissioner, we welcome you and hope to see you, Mr. Nunez, and you other gentlemen again. Thank you very much.

We are adjourned until next Wednesday.

(Whereupon, at 12:20 p.m. the subcommittee adjourned until Wednesday, June 14, 1972.)

# EDUCATION OF THE SPANISH-SPEAKING

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WEDNESDAY, JUNE 14, 1972

House of Representatives.
Civil Rights Oversight Subcommittee,
Committee on the Judiciary,
*Washington, D.C.*

The subcommittee met at 10 a.m., in room 2237, Rayburn House Office Building, Hon. Don Edwards of California (chairman of the subcommittee) presiding.

Present: Representatives Edwards and Jacobs.

Also present: Jerome M. Zeifman, counsel; Samuel A. Garrison III, associate counsel; and George A. Dalley, assistant counsel.

Mr. Edwards. The subcommittee will come to order.

This morning, the Civil Rights Oversight Subcommittee of the House Committee on the Judiciary, resumes its hearings on the reports of the U.S. Commission on Civil Rights on the education of the Spanish-speaking.

On Thursday, June 8, 1972, the subcommittee received testimony from Commissioner Manuel Ruiz and Deputy Staff Director Louis Nunez of the U.S. Commission on Civil Rights. Commissioner Ruiz, testifying on the findings of the Commission's Mexican American education study project, presented an effective statistical indictment of the failure of the schools in the Southwest to reach and properly educate the Chicano student. Mr. Nunez, reporting on a Civil Rights Commission study of the status of mainland Puerto Ricans, informed the subcommittee that the problems of ethnic isolation, educational failure, and cultural exclusion afflicting Chicano students in the Southwest were also the problems suffered by Puerto Rican students in the Northeast.

Today, we welcome representatives of the Department of Health, Education, and Welfare, Mr. J. Stanley Pottinger, the Director of the Office for Civil Rights in the Office of the Secretary, and Mr. Dick W. Hays, Special Assistant in the Office of Special Concerns of the Office of Education. We hope to hear from these gentlemen about what the Federal Government is doing to overcome the problems encountered by Spanish-speaking students and to assure these students the equality of educational opportunity guaranteed them by the Constitution.

Mr. Pottinger, we are pleased to have you with us. Would you identify the gentlemen with you, for the stenographer, and then proceed with your prepared statement, as you wish.

Mr. Pottinger. Thank you, Mr. Chairman. I am Mr. Pottinger. On my immediate left is Mr. Christopher T. Cross, the Deputy Assistant Secretary for Legislation (Education), Department of HEW; on my immediate right is Mr. Dick W. Hays, the Assistant Commissioner for Special Concerns, USOE. On his right is Mr. Gilbert Chavez, the Director of the Office for Spanish Speaking American Affairs, and behind me, not seated at the table, is Mrs. Dorothy Stuck, who is the Regional Director of the Office for Civil Rights in the Dallas Regional Office.

## TESTIMONY OF J. STANLEY POTTINGER, DIRECTOR, OFFICE FOR CIVIL RIGHTS, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Mr. Pottinger. Mr. Chairman and members of the subcommittee, I am pleased to have this opportunity to testify today on the Department's effort to help assure equal educational opportunity for Spanish-speaking students.

As you know, the Department's Office for Civil Rights administers title VI of the Civil Rights Act of 1964, which provides that no person shall, on account of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in federally assisted programs and activities.

In enforcing this provision of law, the three reports issued by the U.S. Civil Rights Commission, outlining the impact of educational practices on Mexican American students in the Southwest, have been most helpful. More than this, we hope that the reports will serve as a catalyst for needed educational change, in conjunction with the efforts of the Office for Civil Rights to investigate and mandate corrective action where shortcomings in public education have a proven discriminatory effect in violation of title VI.

Mr. Chairman, in September 1969, the Office for Civil Rights began to review civil rights and educational literature addressed to the question of discrimination against national origin minority group children. This review, together with discussions with the Commissioner of Education and members of his staff, led to the conclusion that Mexican American children were, as a group, in many school districts, being excluded from full and effective participation in programs operated by such districts.

Accordingly, the Office for Civil Rights moved to prepare a departmental policy statement which would create a set of operating principles to protect the right of national origin minority group children to a truly equal educational opportunity. In doing so, the Office relied in part on the record that the U.S. Civil Rights Commission produced in its conference in San Antonio, Tex., in December 1968.

The policy statement took the form of a memorandum issued to local school districts by the Department on May 25, 1970, about 2 years ago. I would like to submit a copy of this memorandum for the record.

Mr. Edwards. Without objection, it will be included in the record.

(The document referred to follows:)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE,
OFFICE OF THE SECRETARY,
*Washington, D.C., May 25, 1970.*

## MEMORANDUM

To: School districts with more than 5 percent national origin-minority group children.

From: J. Stanley Pottinger, Director, Office for Civil Rights.

Subject: Identification of Discrimination and Denial of Services on the Basis of National Origin.

Title VI of the Civil Rights Act of 1964, and the Departmental Regulation (45 CFR Part 80) promulgated thereunder, require that there be no discrimination on the basis of race, color or national origin in the operation of any federally assisted programs.

Title VI compliance reviews conducted in school districts with large Spanish-surnamed student populations by the Office for Civil Rights have revealed a number of common practices which have the effect of denying equality of educational opportunity to Spanish-surnamed pupils. Similar practices which have the effect of discrimination on the basis of national origin exist in other locations with respect to disadvantaged pupils from other national origin-minority groups, for example, Chinese or Portugese.

The purpose of this memorandum is to clarify D/HEW policy on issues concerning the responsibility of school districts to provide equal educational opportunity to national origin-minority group children deficient in English language skills. The following are some of the major areas of concern that relate to compliance with Title VI:

(1) Where inability to speak and understand the English language excludes national origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.

(2) School districts must not assign national origin-minority group students to classes for the mentally retarded on the basis of criteria which essentially measure or evaluate English language skills; nor may school districts deny national origin-minority group children access to college prepartory courses on a basis directly related to the failure of the school system to inculcate English language skills.

(3) Any ability grouping or tracking system employed by the school system to deal with the special language skill needs of national origin-minority group children must be designed to meet such language skill needs as soon as possible and must not operate as an educational dead-end or permanent track.

(4) School districts have the responsibility to adequately notify national origin-minority group parents of school activities which are called to the attention of other parents. Such notice in order to be adequate may have to be provided in a language other than English.

School districts should examine current practices which exist in their districts in order to assess compliance with the matters set forth in this memorandum. A school district which determines that compliance problems currently exist in that district should immediately communicate in writing with the Office for Civil Rights and indicate what steps are being taken to remedy the situation. Where compliance questions arise as to the sufficiency of programs designed to meet the language skill needs of national origin-minority group children already operating in a particular area, full information regarding such programs should be provided. In the area of special language assistance, the scope of the program and the process for identifying need and the extent to which the need is fulfilled should be set forth.

School districts which receive this memorandum will be contacted shortly regarding the availability of technical assistance and will be provided with any additional information that may be needed to assist districts in achieving compliance with the law and equal educational opportunity for all children. Effective as of this date the aforementioned areas of concern will be regarded by regional Office for Civil Rights personnel as a part of their compliance responsibilities.

Mr. POTTINGER. The drafting of the memorandum reflected the operational philosophy that school districts should create a culturally relevant educational approach to assure equal access of all children to its full benefits. The burden, according to this philosophy, should be on the school to adapt its educational approach so that the culture, language, and learning style of all children in the school (not just those of Anglo, middle-class background) are accepted and valued. Children should not be penalized for cultural and linguistic differences, nor should they bear a burden to conform to a school-sanctioned culture by abandoning their own.

Specifically, the May 25 memorandum identified four major areas of concern relating to compliance with title VI:

(1) Where inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students, and not the true potential or intelligence of the children involved.

(2) School districts must not assign national origin minority group students to classes for the mentally retarded on the basis of criteria which essentially measure or evaluate English language skills; nor may school districts deny national origin minority group children access to college preparatory courses on a basis directly related to the failure of the school system to inculcate English language skills.

(3) Any ability grouping or tracking system employed by the school system to deal with the special language skill needs of national origin minority group children must be designed to meet such language skill needs as soon as possible and must not operate as an educational dead end or permanent track.

(4) School districts have the responsibility to adequately notify national origin minority group parents of school activities which are called to the attention of other parents. Such notice in order to be adequate may have to be provided in a language other than English.

In order to develop a legally supportable case for requiring school districts to initiate programs to rectify the language deficiencies of national origin minority group students, we have concluded that three basic propositions must be substantiated as a matter of law:

(1) National origin minority students in the district enter the schools with different linguistic and cultural backgrounds which directly affect their ability to speak and understand the English language.

(2) National origin minority students are excluded from effective participation in and the full benefits of the educational program (including success as measured by the district) of the district on a basis related to English language skills.

(3) The district has failed to take effective affirmative action to equalize access of national origin minority students to the full benefits of the educational program offered by the district.

The Beeville Independent School District, a medium-sized south Texas district in the Rio Grande Valley with a student population of approximately 50 percent Mexican Americans and 50 percent Anglos, became the focal point for initial policy development activity.

Mr. Chairman, with your permission, I should like to submit for the record charts and tables providing a full description of the data collection and analysis techniques employed in regard to the Beeville review.

Mr. **Edwards**. Without objection, the charts and tables will be included in the record.

(The documents referred to follow:)

## THE BEEVILLE MODEL

### DATA COLLECTION AND ANALYSIS TECHNIQUES

From a legal standpoint, three basic propositions need to be proven in order to outline and demonstrate noncompliance with Section 1 of the May 25 Memorandum:

(1) national origin-minority students in the district enter the schools with different linguistic and cultural backgrounds which directly affect their ability to speak and understand the English language;

(2) national origin-minority students are excluded from effective participation in and the full benefits of the educational program (including success as measured by the district) of the district on a basis related to English language skills;

(3) the district has failed to take effective affirmative action to equalize access of national origin-minority students to the full benefits of the educational program.

Support for the first proposition was gathered by the program development staff from two primary sources: (1) the collection and analysis of data related to the home language and culture of national origin minority children at the time they enter the system and (2) the collection and analysis of data related to the English language skills of the national origin minority children at the time they enter the system.

Chart I is an Analysis of Language Skill Data of Spanish Surnamed First Grade Students. Information collected for each Spanish-surnamed first grade pupil (1969–70) includes (1) the home language (Spanish or English) of the child as entered by school officials on an information sheet used by the district for vital data; (2) the home language (Spanish, English or other) of the child entered by the child's pre-first grade *teacher* in a box on the score sheet of the Inter-American Test of Oral English; (3) the English skill level (good, average, little or none) of the child as assessed by the child's *parent* on the Headstart Application used by the district; (4) the score of the child on the Inter-American Test of Oral English (0–40) administered at the end of the pre-first grade program (May 1969); and (5) the score of the child on the Reading Readiness Test developed in Dallas for Texas school districts (percentile scores) administered at the end of the pre-first grade program.

Data was separated into categories (e.g., performance on a specific test) and a criterion was developed for each data category which clearly indicated either a lack of facility with English language skills or the presence of primary home language skills in Spanish. The data was collected with a consistent bias against low achievement indicators. The folders from which the data was obtained were those of 1970–71 second graders. Consequently, low scoring students who failed or were held back in first grade were not included. Only clearly failing (as opposed to marginally failing) scores (based on data supplied by the test publishers) were utilized for the criteria.

OCR and OGC concurred that the first proposition was clearly supported by the evidence so developed.

Collecting evidence to support the second and third propositions was again separable into two approaches. The first, the synchronic focus, involved a review of the educational performance of all students at grade level during the same time period. The third and sixth graders were used as the sample grade levels and data was obtained from the results of the Iowa Test of Basic Skills (the test utilized by the school system to evaluate academic performance/success of elementary school children), given in the Spring of 1969. Investigation was, thus, focused on early childhood performance because of its clearly demonstrated educational significance. Because of the emphasis in the May 25 Memorandum on language skills, performance of students on three sub-batteries of the test clearly keyed to language related skills (General Vocabulary, Language Usage and Composite) was selected for close analysis after consultation with the test publisher, Houghton-Mifflin and Company.

In Charts II, III and IV the data so collected was analyzed on a classroom-by-classroom, school-by-school basis. The average raw score and percentile rank of students of each ethnic group in each classroom were calculated. This analysis revealed, at the third grade level, an average performance gap between Mexican-American students and Anglo students in General Vocabulary of −17%iles (35%ile vs 52%ile), in Language Usage of −9%iles (45%ile vs 54%ile), and in Composite score of −16%iles (45%ile vs 61%ile).

At the sixth grade level the performance gap between Mexican-Americans and Anglos had widened to an average of 28%iles in General Vocabulary (21%ile vs 49%ile), 10%iles in Language Usage (44%ile vs 54%ile) and 28%iles in Composite score (30%ile vs 58%ile).

A question arose as to whether Mexican-American students were actually losing ground year by year or whether the current third grade Mexican students were doing better than their sixth grade counterparts had done.

To answer this question, an analysis of the scores and percentile rankings of current eighth grade students (the diachronic focus) was made (Chart V). The educational history of the class starting with performance on the Iowa Test of Basic Skills administered at the third grade and terminating with performance on the Lorge Thorndike Intelligence Test, a compatibly normed test administered at the seventh grade, revealed the following:

(1) 70% of the 8th grade Mexican-American students received lower percentile rankings on the 7th grade test than on the third grade vocabulary test; 84% of these students received lower percentile rankings on the 7th grade test vs 3rd grade composite test; 82% of the students received lower percentile rankings on the 6th grade language skill test than on the 3rd grade test; 90% of the students received lower percentile rankings on the 6th grade composite test than on the 3rd grade test.

(2) The average decline of Mexican-American students in percentile rankings (compared with their earlier performance against national norms) varied from a *decline* of 15.1 percentiles in Language Skills to a decline of 20.5 percentiles in Vocabulary.

(3) As measured against their Anglo counterparts, the performance gap of Mexican-American students had increased from 10.4 percentiles in Vocabulary at the 3rd grade (36%ile vs 26%ile) to 29.5 percentiles at the 6th (52%ile vs 23%ile); from 11.2 percentiles in Language Skills at the 3rd grade (38%ile vs 27%ile) to 28.5 percentiles (59%ile vs 31%ile) at the 6th; and, staggeringly, from 8.0 percentiles in Composite Score at the 3rd grade (37%ile vs 29%ile) to 33.8 percentiles at the 6th (58%ile vs 25%ile).

## INDEX OF MATERIALS

A. Memorandum of May 25, 1970 re Identification of Discrimination and Denial of Services on the Basis of National Origin.

B. Excerpt From Letter with Enclosures From Elliot L. Richardson, Secretary, Department of Health, Education and Welfare to Senator Walter F. Mondale, Subcommittee on Education, Dated August 3, 1970.

C. Analysis of Language Skill Data—Spanish-Surnamed First Grade Students, Beeville Independent School District, 1969–70.

D. Beeville Independent School District Analysis of Iowa Test of Basic Skills, Scores and Percentile Rankings of Third Grade and Sixth Grade Students.
    Comparison of Percentile Rankings of Third Grade and Sixth Grade Students.
    Selected Scores on Iowa Test of Basic Skills—Third Grade Students.
    Selected Scores on Iowa Test of Basic Skills—Sixth Grade Students.

E. Analysis of Scores and Percentile Ranking of Selected Spanish-Surnamed Eighth Grade Students on Standardized Tests Measuring Verbal Skills, 1969–70.

F. Assignment of Pupils to A. C. Jones High School, 1970–71.
    Summary Statistics.
    Assignment of Pupils to 9th Grade courses with performance data on Verbal Battery, Level E, Thorndike Intelligence Test.
    Assignment of Pupils to 10th Grade Courses.
    Assignment of Pupils to 11th Grade Courses.
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    Percentile Rankings.
    Supporting Information.

G. Review of Assignment of Children to EMR Classes.

H. Checklist for collecting Data Related to the Use of Federal Funds To Provide Equal Educational Opportunity.

I. ESEA Title I Program Guide #57, February 26, 1970.

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WASHINGTON, D.C., *January 4, 1971.*

## EQUAL ACCESS TO EDUCATIONAL OPPORTUNITY

### STAFF BRIEFING MATERIALS, OFFICE FOR CIVIL RIGHTS

Prepared by Martin H. Gerry, Catherine A. C. Welsh, Secretarial Staff, Office of the Director and Deputy Director

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE,
OFFICE OF THE SECRETARY,
*Washington, D.C., May 25, 1970.*

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## Excerpt From Letter With Enclosures From Elliot L. Richardson, Secretary, Department of Health, Education, and Welfare, to Senator Walter F. Mondale, Subcommittee on Education, Dated August 3, 1970

The effects of ethnic isolation, rural and urban, on the educational development of Mexican, Puerto Rican and American Indian children are both severe and long term. Ethnic isolation often creates a homogeneity of educational environment in which a perception of cultural diversity, without an assumption of cultural superiority, cannot occur. Moreover, this homogeneity effectively precludes the interaction of children from different socio-economic and ethnic home environments. Every major report or research project dealing with the educational problems and needs of "disadvantaged" children has concluded that educational development (learning) is greatly hindered by a homogenous learning environment. Children learn more from each other than from any other resource of the educational environment. To create and perpetuate homogeneity is to greatly reduce the pool of experience, ideas and values from which children can draw and contribute in interaction with other children. In a heterogenous educational environment cultural diversity can be presented in an exciting interaction/awareness/growth process which is education in its truest sense. This diversity can be presented and perceived as enriching the total human environment rather than as threatening to a particular cultural insularity.

Another important problem related to ethnic isolation relates to the effect of such isolation on educational motivation and psychological development of the isolated child. While the segregated Anglo child is equally deprived of a heterogeneity of educational environment which could lead to increased educational development, he is rarely confronted with a school environment which directly rejects his language and, less directly, but just as devastatingly, rejects the culture of his home environment: lifestyle, clothes, food, family relationships, physical appearance, etc. The Mexican-American, Puerto Rican and American Indian child is constantly isolated by an educationally sanctioned picture of American society which produces a consciousness of separation and then exclusion and then inferiority. Realizing his exclusion from the dominant Anglo society (as presented by the mass media, advertising, textbooks, etc.), the child perceives a rejection by the society of his home which he personalizes as a rejection of his parents; and finally, a rejection of himself. This shattering process of self-concept destruction often leads to withdrawal from or hostility toward the educational system. Attitude or posturing toward the learning environment is the single most important factor in the process of educational development.

Finally, the maintenance of ethnic isolation creates for the Spanish-speaking or Indian language-speaking child the additional disadvantage of depriving him of the most important resource for English language skill development—regular interaction and communication with English-speaking children.

In summary, some of the most important needs of Mexican-American, Puerto Rican and American Indian children related to ethnic isolation are:

(1) The need for ethnic or cultural diversity in the educational environment: Heterogeneity.

(2) The need for total institutional reposturing (including culturally sensitizing teachers, instructional materials and educational approaches) in order to incorporate, affirmatively recognize and value the cultural environment of ethnic minority children so that the development of positive self-concept can be accelerated: Bi-Cultural Approaches: with, as an important corollary.

(3) The need for language programs that introduce and develop English language skills without demeaning or otherwise deprecating the language of a child's home environment and thus without presenting English as a more valued language: Bi-Lingual Component.

To meet the needs of ethnically isolated children described in numbers 2 & 3 above, participation of Anglo children in the Bi-Cultural/Bi-Lingual program is essential.

## CHARTS I—ANALYSIS OF LANGUAGE SKILL DATA—SPANISH SURNAMED FIRST GRADE STUDENTS, BEEVILLE INDEPENDENT SCHOOL DISTRICT, 1969-70

1. Total Spanish-Surnamed First Grade Students, 182.
2. Home Language—From Information Sheet:
    - (a) Total items, 111 (61% of 182).
    - (b) English, 15 or *13.5%* of 111 (8.2% of 182).
    - (c) Spanish, 55 or *49.5%* of 111 (30.2% of 182).
    - (d) Spanish and English, 41 or *37%* of 111 (25.2% of 182).
3. Home Language from IATOE Score Sheet:
    - (a) Total items, 112 (61.5% of 182).
    - (b) Spanish, 109 or *97%* of 112 (59.9% of 182).
    - (c) English, 3 or *3%* of 112 (1.6% of 182).
4. English Skills—As recorded on Headstart Application:
    - (a) Total items, 99 (54.4% of 182).
    - (b) Good, 21 or 21.2% of 99 (11.5% of 182).
    - (c) Average, 24 or 24.2% of 99 (13.2% of 182).
    - (d) Little, 48 or 48.5% of 99 (26.4% of 182).
    - (e) None, 6 or 6.2% of 99 (3.3% of 182).
5. Inter-American Test of Oral English—3/69:
    - (a) Total students tested, 156 (85.7% of 182).
    - (b) Mean Score, 29.38.
6. Inter-American Test of Oral English—5/69:
    - (a) Total students tested, 153 (84% of 182).
    - (b) Mean Score, 29.89.

    Number of students scoring between:
    - (c) 0-15—1 or .65% of 153.
    - (d) 16-20—5 or 3.3% of 153.
    - (e) 21-25—28 or 18.3% of 153.
    - (f) 26-30—54 or 35.3% of 153.
    - (g) 31-35—51 or 33.33% of 153.
    - (h) 36-40—14 or 9.15% of 153.
7. Reading Readiness Test—5/69
    - (a) Total students tested, 162 (90.5% of 182).
    - (b) Mean Score, 65.89 or 47%ile.

    Number of students scoring in percentiles between:
    - (c) 0-15—29 (18% of 162).
    - (d) 16-30—11 (6.8% of 162).
    - (e) 31-45—22 (13.6% of 162).
    - (f) 46-60—15 (9.25% of 162).
    - (g) 61-75—34 (21% of 162).
    - (h) 76-90—43 (26.5% of 162).
    - (i) 90- —8 (5% of 162).

### INTERCORRELATIONS

Criteria indicating lack of facility with English language skills or primary language skills in Spanish:

| I | II | III | IV | V |
|---|---|---|---|---|
| 2 (c) or (d) | 3(b) | 4(d) or (e) | 6(c), (d) or (e) | 7(d), (e) or (f) |

Number of students with—
5 criteria: 12 or 7.4 percent.
4 criteria: 30 or 18.5 percent.
3 criteria: 59 or 36.4 percent.
2 criteria: 102 or 63 percent.
1 criteria: 162 or 100 percent.

1. $\frac{\text{I}}{\text{2(c) or (d)}}$ and $\frac{\text{II}}{\text{3(b)}}$ 64 instances: 56+, 8(−) correlation coefficient=.875+
2. $\frac{\text{I}}{\text{2(c) or (d)}}$ and $\frac{\text{III}}{\text{4(d) or (e)}}$ 41 instances: 28+, 13(−) correlation coefficients=.683+
3. $\frac{\text{II}}{\text{3(b)}}$ and $\frac{\text{III}}{\text{4(d) or (e)}}$ 78 instances: 48+, 30(−) correlation coefficient=.615+
4. $\frac{\text{IV}}{\text{6(c), (d), or (e)}}$ and $\frac{\text{V}}{\text{7(d), (e), or (f)}}$ 147 instances: 107+, 40(−) correlation coefficient=.728+

### BEEVILLE INDEPENDENT SCHOOL DISTRICT

### LANGUAGE SKILL DATA—SPANISH-SURNAMED 1ST GRADE STUDENTS

[Key: E=English; S=Spanish; E, S=English and Spanish; G=good; A=average; L=little; N=none]

| Name and school | Home language— From information sheet | Home language— From IATOE form | English skills from Headstart application | Total IATOE score March 1969 | Total IATOE score May 1969 | Reading readiness test, May 1969 score/percentile |
|---|---|---|---|---|---|---|
| I, II | III | IV | V | VI | VII | VIII |
|  | --- | S | G | 33 | 38 | 89/94 |
|  | E | S | L | 19 | 30 | 63/39 |
|  | --- | S | L | 26 | 30 | 66/47 |
|  | E, S | S | L | 22 | 31 | 71/61 |
|  | E | S | G | 33 | 32 | 87/90 |
|  | --- | S | A | 33 | 37 | 72/62 |
|  | S | S | A | 24 | 26 | 48/14 |
|  | S | S | --- | 22 | 30 | 64/41 |
|  | S | S | --- | --- | 34 | --- |
|  | S | S | N | 18 | 24 | 61/34 |
|  | S | S | N | 25 | 23 | 27/02 |
|  | S | --- | --- | 35 | 28 | 74/66 |
|  | E[1] | S | A | 30 | 31 | 38/09 |
|  | E, S | --- | A | 27 | 32 | 72/62 |
|  | --- | S | A | 29 | 35 | 43/04 |
|  | E | --- | --- | 35 | 37 | 78/77 |
|  | E | S | --- | 22 | 25 | 31–03 |
|  | S | --- | --- | 34 | 30 | 76/71 |
|  | S | S | G | 29 | --- | --- |
|  | E[1] | S | L | 18 | 24 | 24/04 |
|  | --- | S | L | 25 | 30 | 78/77 |
|  | --- | S | A | 33 | 38 | 89/94 |
|  | E, S | --- | --- | 20 | --- | 70/59 |
|  | E, S | S | --- | 27 | 30 | 71/61 |
|  | S | S | --- | 28 | 29 | 60/34 |
|  | S | --- | --- | 30 | 35 | 84/84 |
|  | S | S | A | 24 | 30 | 46/12 |
|  | --- | S | A | 24 | 3 | 63/69 |
|  | S | S | --- | 21 | 18 | 43/11 |
|  | S | S | N | 24 | 16 | 41/10 |
|  | E, S | --- | L | 19 | 18 | 36/08 |
|  | E, S | S | L | 26 | 30 | 58/31 |
|  | E | S | L | 17 | 30 | 29/03 |
|  | --- | --- | --- | 28 | 31 | 70/59 |
|  | --- | --- | G | 32 | 38 | 84/84 |
|  | S | --- | L | --- | --- | --- |
|  | E, S | --- | --- | --- | --- | --- |
|  | --- | --- | A | 27 | 34 | 78/77 |
|  | S | S | --- | 22 | 27 | 67/50 |
|  | E, S | --- | --- | --- | --- | --- |
|  | E, S | --- | --- | --- | --- | 72/62 |
|  | --- | S | L | 29 | 31 | 72/62 |
|  | E, S | S | --- | --- | 31 | 49/15 |
|  | --- | S | A | 31 | 36 | 81/81 |
|  | --- | S | L | 29 | 32 | 86/80 |
|  | S | S | L | 21 | 23 | 47/13 |
|  | --- | --- | A | 32 | 32 | 83/83 |
|  | E, S | S | --- | 26 | 34 | 90/96 |
|  | S | --- | --- | --- | --- | --- |
|  | E, S | --- | --- | 23 | 30 | 77/74 |
|  | --- | S | L | 12 | 26 | 59/32 |
|  | E, S | --- | --- | --- | --- | 36/08 |
|  | E, S | --- | --- | 31 | 37 | 91/98 |
|  | E, S | --- | --- | 28 | 27 | --- |
|  | S | S | L | 22 | 21 | 69/56 |
|  | --- | S | --- | 23 | 28 | 74/66 |
|  | E, S | S | N | 30 | 33 | 87/90 |
|  | --- | S | L | 26 | 25 | 64/41 |
|  | --- | --- | L | 25 | 31 | 72/62 |
|  | S | S | --- | 24 | --- | 66/47 |
|  | S | S | --- | 22 | 23 | 60/34 |
|  | --- | --- | --- | 31 | 31 | --- |
|  | --- | --- | --- | 26 | 30 | 67/50 |
|  | --- | S | L | 32 | 31 | 82/82 |
|  | --- | S | L | 25 | 29 | 40/10 |
|  | --- | S | L | --- | --- | --- |
|  | --- | S | G | 25 | 35 | 61/36 |
|  | --- | --- | --- | --- | --- | --- |
|  | E, S | S | N | 28 | 25 | 28/30 |
|  | --- | S | --- | 27 | 30 | 66/47 |
|  | E, S | S | G | 32 | 31 | 61/41 |

### BEEVILLE INDEPENDENT SCHOOL DISTRICT—Continued

### LANGUAGE SKILL DATA—SPANISH-SURNAMED 1ST GRADE STUDENTS—Continued

| Name and school | Home language— | | English skills from Headstart application | Total IATOE score March 1969 | Total IATOE score May 1969 | Reading readiness test, May 1969 score/percentile |
|---|---|---|---|---|---|---|
| | From information sheet | From IATOE form | | | | |
| I, II | III | IV | V | VI | VII | VIII |
| | S | | | 28 | 33 | 73/64 |
| | S | S | L | 23 | 29 | 66/47 |
| | | S | A | 22 | | |
| | S | S | | 19 | 28 | 32/04 |
| | E, S | S | | 27 | 35 | 62/38 |
| | S | S | L | 22 | 25 | 55/27 |
| | | | G | 26 | 32 | 40/10 |
| | | E | G | 31 | 35 | 80/80 |
| | | S | L | 21 | 26 | 78/77 |
| | E, S | | | 20 | 27 | 72/62 |
| | S | S | | 22 | 26 | 53/24 |
| | S | | | | | 67/50 |
| | S | | | 23 | 28 | 82/82 |
| | E, S | S | L | 30 | 32 | 73/69 |
| | | S | G | 20 | 23, 18 | |
| | E, S | | | | | |
| | E | | | 31 | 33 | 39/10 |
| | E, S | S | L | 31 | 37 | 84/84 |
| | | S | | 26 | 30 | 82/82 |
| | S | | | | | |
| | E, S | | L | | | 72/62 |
| | E, S | S | N | 19 | 23 | 30/17 |
| | E, S | | | 26 | 26 | 87/90 |
| | E | | | | | 77/74 |
| | S | S | | 24 | 15 | 35/06 |
| | S | | | | | 73/64 |
| | | S | G | 32 | 39 | 79/79 |
| | S | S | L | 22 | 28 | 76/71 |
| | S | S | L | 16 | 25 | 60/34 |
| | | | | 20 | 25 | 56/28 |
| | | S | L | 32 | 30 | 63/39 |
| | | E | G | 35 | 35 | 74/66 |
| | E, S | | L | 26 | 32 | 73/64 |
| | E, S | | | 27 | 32 | 82/82 |
| | | S | G | 28 | 31 | 31/03 |
| | S | | | 25 | 28 | |
| | | S | L | 28 | 37 | 82/82 |
| | S | | | 28 | 33 | 81/81 |
| | | | | 25 | 34 | 58/31 |
| | | S | | 30 | | |
| | E, S | | | 33 | 35 | 86/88 |
| | | S | L | 25 | 29 | 70/59 |
| | | S | L | 30 | 30 | 82/82 |
| | S | | | 25 | 31 | 79/79 |
| | E | S | A | 18 | 28 | 61/36 |
| | | S | | 33 | 24 | 82/82 |
| | S | S | A | 26 | 29 | 70/59 |
| | E, S | | | 26 | 31 | 86/88 |
| | | | | 30 | 35 | 86/88 |
| | S | | | 26 | 31 | 54/26 |
| | E, S | S | | 27 | 35 | 73/64 |
| | E, S | | G | 26 | 31 | 86/88 |
| | E, S | S | L | 27 | 31 | 75/69 |
| | E | S | | 34 | | 78/77 |
| | E, S | | | | | 37/08 |
| | | S | | 20 | 25 | 44/11 |
| | E, S | | | | 25 | |
| | E, S | S | L | 21 | 24 | 71/61 |
| | | | G | 30 | 32 | 59/32 |
| | E, S | S | | 21 | 24 | 71/61 |
| | S | | | 25 | 32 | 90/96 |
| | | S | G | 33 | 33 | 80/80 |
| | | | A | 29 | 31 | 79/79 |
| | S | | | | | |
| | | S | A | 29 | 32 | 89/94 |
| | S | S | | 18 | 20 | 40/10 |
| | | S | L | 25 | 28 | 51/19 |
| | S | | | 8 | 28 | 81/81 |
| | S | S | | 25 | 22 | 78/77 |
| | S | S | L | 18 | 22 | 27/2 |
| | E, S | S | L | 23 | 25 | 80/80 |
| | S | S | | 26 | 24 | 56/28 |
| | E, S | S | L | 27 | 30 | 59/32 |
| | E, S | S | A | 21 | 27 | 59/32 |

BEEVILLE INDEPENDENT SCHOOL DISTRICT—Continued

LANGUAGE SKILL DATA—SPANISH-SURNAMED 1ST GRADE STUDENTS—Continued

| Name and school | Home language— From information sheet | Home language— From IATOE form | English skills from Headstart application | Total IATOE score March 1969 | Total IATOE score May 1969 | Reading readiness test, May 1969 score/percentile |
|---|---|---|---|---|---|---|
| I, II | III | IV | V | VI | VII | VIII |
| | E | | | 21 | 30 | 52/22 |
| | | S | | 29 | 38 | 81/81 |
| | S | | | 23 | 31 | 81/81 |
| | E, S | | L | 24 | | 61/36 |
| | | | G | 30 | 34 | 86/88 |
| | E | S | L | 30 | 22 | 83/83 |
| | | | L | | | 69/56 |
| | S | S | | 29 | 33 | 75/69 |
| | S | | | 32 | 35 | 71/61 |
| | | S | A | 33 | 39 | 76/71 |
| | | S | | 17 | 29 | 46/12 |
| | | | L | | | 76/71 |
| | S | S | | 26 | 31 | 71/61 |
| | S | S | | 16 | 26 | 50/17 |
| | | S | G | 31 | 37 | 86/88 |
| | | | | | 29 | 79/79 |
| | | | A | 28 | 34 | 71/61 |
| | S | S | G | 29 | 30 | 76/71 |
| | | | G | | | |
| | | | A | 35 | 33 | 73/64 |
| | | | | | | |
| | E[1] | | | | | 60/34 |
| | E | | L | | | 71/61 |
| | S | S | L | 24 | 25 | 45/12 |
| | S | S | L | 21 | 29 | 56/28 |
| | | S | A | 27 | 35 | 59/32 |
| | | S | A | 25 | 28 | 68/53 |
| | E, S | S | L | 29 | 30 | 66/47 |
| | S | S | L | 27 | 27 | 44/11 |
| | | | | 33 | 36 | 87/90 |
| | | S | G | 22 | 27 | 49/13 |
| | S | S | | 35 | 35 | 70/59 |
| | | E | G | 31 | 33 | 82/82 |
| | | S | A | 27 | 29 | 81/81 |
| | | S | L | 24 | 26 | 47/13 |
| | | S | A | 29 | 30 | 73/64 |
| | S | S | | 23 | 29 | 88/92 |

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[1] "Yes," written in.

## CHARTS II—BEEVILLE INDEPENDENT SCHOOL DISTRICT ANALYSIS OF IOWA TEST OF BASIC SKILLS SCORES, AND PERCENTILE RANKINGS OF THIRD GRADE AND SIXTH GRADE STUDENTS—1969–70

BEEVILLE INDEPENDENT SCHOOL DISTRICT

COMPARISON OF PERCENTILE RANKINGS OF 3D GRADE AND 6TH GRADE STUDENTS ON IOWA TEST OF BASIC SKILLS—1969–70 (ALL SCHOOLS)

[Percentile]

| | 3d grade students (381) | 6th grade students (288) | Variation |
|---|---|---|---|
| General vocabulary: | | | |
| Spanish-surnamed students | 35 | 21 | −14 |
| Non-Spanish-surnamed students | 52 | 49 | −3 |
| Language usage: | | | |
| Spanish-surnamed students | 45 | 44 | −1 |
| Non-Spanish-surnamed students | 54 | 54 | |
| Composite: | | | |
| Spanish-surnamed students | 45 | 0 | −15 |
| Non-Spanish-surnamed students | 61 | 58 | −3 |

SAMPLE

3d grade: 208 Spanish-surnamed students; 173 non-Spanish-surnamed students.
6th Grade: 128 Spanish-surnamed students; 160 non-Spanish-surnamed students.

## SELECTED SCORES ON IOWA TEST OF BASIC SKILLS, 1969-70

### 3D GRADE STUDENTS

| | Sec. 1 | Sec. 2 | Sec. 3 | Sec. 4 | Sec. 5 | All sections | All schools |
|---|---|---|---|---|---|---|---|
| **FMC ELEMENTARY SCHOOL** | | | | | | | |
| Number of students enrolled | 20 | 23 | 19 | 20 | .......... | 82 | 381 |
| Number of Spanish-surnamed (SS) students enrolled | 7 | 3 | 6 | 6 | .......... | 22 | 208 |
| Number of non-Spanish-surnamed (NSS) students enrolled | 13 | 20 | 13 | 14 | .......... | 60 | 173 |
| General vocabulary: | | | | | | | |
| Average score in percentile: | | | | | | | |
| All students | 39.2/54 | 38/52 | 37/49 | 39.4/54 | .......... | 38.4/52 | 34.6/44 |
| SS students | 39.0/54 | 28/22 | 25.2/17 | 35.1/44 | .......... | 32.7/38 | 31.8/35 |
| NSS students | 39.2/54 | 39.5/59 | 42.3/65 | 41.2/62 | .......... | 40.4/59 | 38.2/52 |
| Average ethnic deviation (percentiles) | 0 | 37 | 48 | 18 | .......... | 21 | 17 |
| Percent of NSS students below SS average | 46.1 | 5 | 0 | 14.3 | .......... | 15 | 25.2 |
| Language usage: | | | | | | | |
| Average score in percentile: | | | | | | | |
| All students | 41.1/62 | 38.7/54 | 41.2/60 | 38.6/54 | .......... | 39.8/56 | 36.9/49 |
| SS students | 38.1/52 | 25.7/24 | 32.3/36 | 34.7/45 | .......... | 33.9/42 | 34.9/45 |
| NSS students | 41.3/62 | 40.7/58 | 45.8/68 | 40.2/56 | .......... | 41.8/60 | 39.3/54 |
| Average ethnic deviation (percentiles) | 10 | 34 | 32 | 11 | .......... | 18 | 9 |
| Percent of NSS students below SS average | 46.1 | 10 | 15.4 | 35.7 | .......... | 25 | 31 |
| Composite: | | | | | | | |
| Average score in percentile: | | | | | | | |
| All students | 39.8/59 | 40.1/61 | 40.9/64 | 39.1/58 | .......... | 40/61 | 37.5/55 |
| SS students | 37.5/52 | 32.7/38 | 30.2/27 | 35.3/45 | .......... | 34.3/41 | 35.3/45 |
| NSS students | 40.8/62 | 41.2/64 | 45.1/76 | 40.6/64 | .......... | 41.8/68 | 40/61 |
| Average ethnic deviation (percentiles) | 10 | 26 | 49 | 19 | .......... | 13 | 16 |
| Percent of NSS student below SS average | 30.7 | 5.0 | 7.7 | 21.4 | .......... | 15.0 | 24.3 |
| **TYLER ELEMENTARY SCHOOL** | | | | | | | |
| Number of students enrolled | 29 | 27 | 28 | 28 | 27 | 139 | 381 |
| Number of Spanish-surnamed (SS) students enrolled | 9 | 12 | 10 | 10 | 12 | 53 | 208 |
| Number of non-Spanish-surnamed (NSS) students enrolled | 20 | 15 | 18 | 18 | 15 | 86 | 173 |
| General vocabulary: | | | | | | | |
| Average score in percentile: | | | | | | | |
| All students | 36.10/47 | 36/47 | 38.4/52 | 30.8/33 | 37.1/49 | 35.7/47 | 34.6/44 |
| SS students | 31.88/35 | 31/33 | 34.7/41 | 27.3/22 | 34.4/41 | 31.8/35 | 31.8/35 |
| NSS students | 38.00/52 | 40/57 | 40.8/62 | 32.7/38 | 40.3/59 | 38.2/52 | 38.2/52 |
| Average ethnic deviation (percentiles) | 17 | 24 | 21 | 16 | 18 | 17 | 17 |
| Percent of NSS students below SS average | 15.0 | 6.66 | 16.7 | 33.0 | 26.7 | 19.7 | 25.2 |
| Language usage: | | | | | | | |
| Average score in percentile: | | | | | | | |
| All students | 39.80/56 | 34.8/45 | 41.6/60 | 33.8/42 | 33.8/42 | 36.8/49 | 36.9/49 |
| SS students | 39.44/54 | 27.6/28 | 36.8/49 | 33.1/40 | 33.1/40 | 33.6/42 | 34.9/45 |
| NSS students | 40.00/56 | 39.7/56 | 44.3/72 | 34.1/42 | 34.1/43 | 38.6/54 | 39.3/54 |
| Average ethnic deviation (percentiles) | 2 | 28 | 23 | 2 | 3 | 12 | 9 |
| Percent of NSS students below SS average | 33.0 | 26.7 | 22.2 | 55.5 | 26.7 | 33.3 | 31.0 |
| Composite: | | | | | | | |
| Average score in percentile: | | | | | | | |
| All students | 39.50/61 | 37.3/51 | 42.4/67 | 34.1/41 | 38.3/56 | 38.3/56 | 37.5/55 |
| SS students | 38.33/56 | 32.3/36 | 38.4/56 | 32.5/38 | 34.7/45 | 35.1/45 | 35.3/45 |
| NSS students | 40.35/62 | 41.4/65 | 44.5/76 | 35.0/45 | 41.7/67 | 40.1/61 | 40/61 |
| Average ethnic deviation (percentiles) | 6 | 29 | 20 | 7 | 22 | 16 | 16 |
| Percent of NSS students below SS average | 40.0 | 13.3 | 33.3 | 27.8 | 33.3 | 30.2 | 24.3 |
| **HALL ELEMENTARY SCHOOL** | | | | | | | |
| Number of students enrolled | 24 | 25 | 25 | .......... | .......... | 74 | 381 |
| Number of Spanish-surnamed (SS) students enrolled. | 15 | 16 | 19 | .......... | .......... | 50 | 208 |
| Average number of non-Spanish-surnamed (NSS) students enrolled. | 9 | 9 | 6 | .......... | .......... | 24 | 173 |
| General vocabulary: | | | | | | | |
| Average score in percentile: | | | | | | | |
| All students | 29.3/27 | 31.9/35 | 28.3/25 | .......... | .......... | 29.8/30 | 34.6/44 |
| SS students | 27.9/25 | 30.3/30 | 27.3/22 | .......... | .......... | 28.4/25 | 31.8/35 |
| NSS students | 31.6/35 | 34.2/41 | 33.3/38 | .......... | .......... | 33/38 | 38.2/52 |
| Average ethnic deviation (percentiles) | 10 | 11 | 16 | .......... | .......... | 13 | 17 |
| Percent of NSS students below SS average. | 33.3 | 22.2 | 16.7 | .......... | .......... | 25.0 | 25.2 |

## SELECTED SCORES ON IOWA TEST OF BASIC SKILLS, 1969-70—Continued

### 3D GRADE STUDENTS—Continued

| | Sec. 1 | Sec. 2 | Sec. 3 | Sec. 4 | Sec. 5 | All sections | All schools |
|---|---|---|---|---|---|---|---|
| **HALL ELEMENTARY SCHOOL—Con.** | | | | | | | |
| Language usage: | | | | | | | |
| Average score in percentile: | | | | | | | |
| All students | 30.4/30 | 35.2/45 | 33.5/42 | | | 33.1/40 | 36.9/49 |
| SS students | 30.9/33 | 34.6/45 | 31.4/35 | | | 32.3/38 | 34.9/45 |
| NSS students | 29.4/27 | 36.4/47 | 40.2/56 | | | 34.7/45 | 39.3/54 |
| Average ethnic deviation (percentiles). | −6 | 2 | 21 | | | 7 | 9 |
| Percent of NSS students below SS average. | 55.6 | 44.4 | 16.7 | | | 41.7 | 31.0 |
| Composite: | | | | | | | |
| Average score in percentile: | | | | | | | |
| All students | 30.4/27 | 35.2/45 | 32.6/38 | | | 32.8/38 | 37.5/55 |
| SS students | 29.4/23 | 34.3/41 | 31.4/30 | | | 31.7/34 | 35.3/45 |
| NSS students | 32.1/34 | 36.7/51 | 36.3/48 | | | 34.9/45 | 40/61 |
| Average ethnic deviation (percentiles). | 11 | 10 | 18 | | | 11 | 16 |
| Percent of NSS students below SS Average. | 44.4 | 11.1 | 16.7 | | | 25.0 | 24.3 |
| **JACKSON ELEMENTARY SCHOOL** | | | | | | | |
| Number of students enrolled | 29 | 30 | 27 | | | 86 | 381 |
| Number of Spanish-surnamed (SS) students enrolled | 27 | 29 | 27 | | | 83 | 208 |
| Number of non-Spanish-surnamed (NSS) students enrolled | 2 | 1 | 0 | | | 3 | 173 |
| General vocabulary: | | | | | | | |
| Average score in percentile: | | | | | | | |
| All students | 31.9/35 | 35.4/44 | 33.1/38 | | | 33.5/41 | 34.6/44 |
| SS students | 31.8/35 | 35.4/44 | 33.1/38 | | | 33.5/41 | 31.8/35 |
| NSS students | 38.0/52 | 42/65 | | | | 37.1/49 | 38.2/52 |
| Average ethnic deviation (percentiles) | 17 | 21 | | | | 8 | 17 |
| Percent of NSS students below SS average | 0 | 0 | | | | 0 | 25.2 |
| Language usage: | | | | | | | |
| Average score in percentile: | | | | | | | |
| All students | 32.9/40 | 47.4/70 | 31.6/36 | | | 37.5/53 | 36.9/49 |
| SS students | 33/40 | 47.4/70 | 31.6/36 | | | 37.5/53 | 34.9/45 |
| NSS students | 36/47 | 58/89 | | | | 43.3/62 | 39.3/54 |
| Average ethnic deviation (percentiles) | 7 | 19 | | | | 9 | 9 |
| Percent of NSS students below SS average | 0 | 0 | | | | 0 | 31 |
| Composite: | | | | | | | |
| Average score in percentile: | | | | | | | |
| All students | 34.2/41 | 46/78 | 33.2/38 | | | 38/54 | 37.5/55 |
| SS students | 34.0/41 | 46/78 | 33.2/38 | | | 37.9/54 | 35.3/45 |
| NSS students | 41.0/64 | 45/76 | | | | 42.3/67 | 40/61 |
| Average ethnic deviation (percentiles) | 23 | −2 | | | | 13 | 16 |
| Percent of NSS students below SS average | 0 | 100 | | | | 33.3 | 24.3 |

### 6TH GRADE STUDENTS

| | Sec. 1 | Sec. 2 | Sec. 3 | Sec. 4 | Sec. 5 | All sections | All schools |
|---|---|---|---|---|---|---|---|
| **R. A. HALL ELEMENTARY SCHOOL** | | | | | | | |
| Number of students enrolled | 27 | 27 | | | | 54 | 288 |
| Number of spanish-surnamed (SS) students enrolled | 16 | 18 | | | | 34 | 128 |
| Number of non-Spanish-surnamed (NSS) students enrolled | 11 | 9 | | | | 20 | 160 |
| General vocabulary: | | | | | | | |
| Average score in percentile: | | | | | | | |
| All students | 55.2/25 | 53.3/22 | | | | 54.3/24 | 49.9/35 |
| SS students | 46.3/13 | 50.1/19 | | | | 48.3/17 | 50.8/21 |
| NSS students | 68.2/52 | 59/33 | | | | 64/43 | 67.4/49 |
| Average ethnic deviation in percentile | 39 | 14 | | | | 26 | 28 |
| Percent of NSS students below SS average | 0 | 22.2 | | | | 10 | 14.7 |

### SELECTED SCORES ON IOWA TEST OF BASIC SKILLS, 1969-70—Continued

### 3D GRADE STUDENTS—Continued

| | Sec. 1 | Sec. 2 | Sec. 3 | Sec. 4 | Sec. 5 | All sections | All schools |
|---|---|---|---|---|---|---|---|
| **R. A. ELEMENTARY SCHOOL—Con.** | | | | | | | |
| Language usage: | | | | | | | |
| Average score in percentile: | | | | | | | |
| All students | 65. 5/49 | 62. 1/42 | | | | 63. 8/46 | 67. 2/49 |
| SS students | 61. 5/42 | 63. 7/45 | | | | 62. 7/44 | 62. 8/44 |
| NSS students | 71/56 | 58. 9/37 | | | | 65. 6/49 | 70. 3/54 |
| Averate ethnic deviation in percentile | 14 | 8 | | | | 5 | 10 |
| Percent of NSS stucents below SS average | 18. 2 | 55. 6 | | | | 36. 9 | 36 |
| Composite: | | | | | | | |
| Average score in percentile: | | | | | | | |
| All students | 63. 8/44 | 59. 5/34 | | | | 61. 7/39 | 64. 7/46 |
| SS students | 58. 1/30 | 47. 3/30 | | | | 57. 7/30 | 57. 9/30 |
| NSS students | 72/63 | 63. 8/44 | | | | 63. 3/54 | 69. 5/58 |
| Average ethnic deviation in percentile | 33 | 14 | | | | 24 | 28 |
| Percent of NSS students below SS average | 9. 1 | 22. 2 | | | | 75 | 15. 6 |
| **FMD ELEMENTARY SCHOOL** | | | | | | | |
| Number of students enrolled | 25 | 25 | 26 | | | 76 | 288 |
| Number of spanish-surnamed (SS) students enrolled | 5 | 10 | 7 | | | 2 | 128 |
| Number of non-Spanish-surnamed (NSS) students enrolled | 20 | 15 | 19 | | | 54 | 150 |
| General vocabulary: | | | | | | | |
| Average score in percentile: | | | | | | | |
| All students | 60. 1/35 | 56. 8/29 | 66. 3/47 | | | 61. 1/37 | 59. 9/35 |
| SS students | 53. 4/22 | 49/18 | 55. 6/27 | | | 52. 1/21 | 50. 8/21 |
| NSS students | 62. 5/41 | 62. 7/41 | 70. 2/56 | | | 65. 3/45 | 67. 4/49 |
| Average ethnic deviation (percentiles) | 19 | 23 | 29 | | | 24 | 28 |
| Percent of NSS students below SS average | 15 | 13. 3 | 10. 5 | | | 13 | 14. 7 |
| Language usage: | | | | | | | |
| Average score in percentile: | | | | | | | |
| All students | 63. 0/44 | 65. 1/47 | 70/54 | | | 66/49 | 67. 2/49 |
| SS students | 58. 4/37 | 56. 8/35 | 67/49 | | | 60. 4/39 | 62. 8/44 |
| NSS students | 64. 2/45 | 66. 6/49 | 71. 2/56 | | | 67. 3/50 | 70. 3/54 |
| Average ethnic deviation (percentiles) | 8 | 14 | 7 | | | 11 | 10 |
| Percentage of NSS students below SS average | 45 | 23 | 52. 6 | | | 40. 4 | 36. 4 |
| Composite: | | | | | | | |
| Average score in percentile: | | | | | | | |
| All students | 62. 5/42 | 62. 1/39 | 67. 9/54 | | | 64. 2/44 | 64. 7/46 |
| SS students | 53/20 | 55. 6/26 | 60/34 | | | 56. 4/26 | 57. 9/30 |
| NSS students | 65/46 | 65. 5/49 | 70. 8/60 | | | 67. 2/51 | 69. 5/58 |
| Average ethnic deviation (percentiles) | 26 | 14 | 7 | | | 11 | 10 |
| Percent of NSS students below SS average | 20 | 7. 7 | 5. 3 | | | 11 | 15. 6 |
| **JACKSON ELEMENTARY SCHOOL** | | | | | | | |
| Number of students enrolled | 24 | | | | | 24 | 288 |
| Number of spanish-surnamed (SS) students enrolled | 24 | | | | | 24 | 128 |
| Number of non-Spanish-surnamed (NSS) students enrolled | 0 | | | | | 0 | 160 |
| General vocabulary: | | | | | | | |
| Average score in percentile: | | | | | | | |
| All students | 53. 3/23 | | | | | 53. 3/23 | 59. 9/35 |
| SS students | 53. 3/23 | | | | | 53. 3/23 | 50. 8/21 |
| NSS students | | | | | | | |
| Average ethnic deviation (percentiles) | | | | | | | |
| Percent of NSS students below average | | | | | | | |

## SELECTED SCORES ON IOWA TESTS OF BASIC SKILLS, 1969-70—Continued

### 3D GRADE STUDENTS—Continued

| | Sec. 1 | Sec. 2 | Sec. 3 | Sec. 3 | Sec. 5 | All sections | All schools |
|---|---|---|---|---|---|---|---|
| JACKSON ELEMENTARY SCHOOL—Con. | | | | | | | |
| Language usage: | | | | | | | |
| Average score in percentile: | | | | | | | |
| All students | 62.5/44 | | | | | 62.5/44 | 67.2/49 |
| SS students | 62.5/44 | | | | | 62.5/44 | 62.8/44 |
| NSS students | | | | | | | |
| Average ethnic deviation (percentiles) | | | | | | | |
| Percent of NSS students below SS average | | | | | | | |
| Composite: | | | | | | | |
| Average Score percentile: | | | | | | | |
| All students | 58.8/32 | | | | | 58.8/32 | 64.7/46 |
| SS students | 58.8/32 | | | | | 58.8/32 | 47.9/30 |
| NSS students | | | | | | | |
| Average ethnic deviation (percentiles) | | | | | | | |
| Percent of NSS students below SS average | | | | | | | |
| MADDERRA-FLOURNOY ELEMENTARY SCHOOL | | | | | | | |
| Number of students enrolled | 26 | 27 | 27 | 27 | 27 | 134 | 288 |
| Number of Spanish-surnamed (SS) students enrolled | 11 | 9 | 10 | 7 | 11 | 48 | 128 |
| Number of non-Spanish-surnamed (NSS) students enrolled | 15 | 18 | 17 | 20 | 16 | 86 | 160 |
| General vocabulary: | | | | | | | |
| Average score in percentile: | | | | | | | |
| All students | 60.2/35 | 66.4/47 | 65.1/43 | 60.9/37 | 60.8/37 | 62.7/41 | 59.9/35 |
| SS students | 45.6/13 | 53.6/24 | 55.3/25 | 50.9/19 | 49/17 | 50.7/20 | 50.8/21 |
| NSS students | 70.8/58 | 72.9/63 | 71.2/62 | 64.5/45 | 68.9/54 | 69.5/56 | 67.4/49 |
| Average ethnic deviation (percentiles) | 45 | 39 | 37 | 28 | 37 | 36 | 28 |
| Percent of NSS students below SS average | 0 | 5.6 | 23.5 | 10 | 12.5 | 17.6 | 14.7 |
| Language usage: | | | | | | | |
| Average score in percentile: | | | | | | | |
| All students | 68.2/51 | 75.0/62 | 68.1/51 | 69.2/54 | 69.8/56 | 70/56 | 67.2/49 |
| SS students | 54.2/26 | 68.0/51 | 68.8/53 | 64.1/45 | 67.5/51 | 64.3/45 | 62.8/44 |
| NSS students | 78.5/69 | 78.4/67 | 67.7/51 | 71/56 | 73.3/62 | 73.6/62 | 70.3/5 |
| Average ethnic deviation (percentiles) | 43 | 16 | −2 | 11 | 11 | 17 | 1 |
| Percent of NSS students below SS average | 0 | 22.2 | 41.2 | 40 | 31.2 | 33.8 | 36.4 |
| Composite: | | | | | | | |
| Average score in percentile: | | | | | | | |
| All students | 66.4/49 | 70.5/60 | 66.9/51 | 66.5/51 | 65.7/49 | 67.2/51 | 64.7/46 |
| SS students | 56.4/26 | 61.9/39 | 52.9/20 | 62.9/41 | 59.4/32 | 58.3/30 | 57.9/30 |
| NSS students | 73.8/68 | 74.8/70 | 69.7/58 | 68/54 | 70.1/58 | 71.2/60 | 69.5/58 |
| Average ethnic deviation (percentiles) | 42 | 31 | 38 | 13 | 26 | 30 | 28 |
| Percent of NSS students below SS average | 0 | 11.1 | 11.8 | 30 | 18.8 | 18.3 | 15.6 |

## CHARTS III—ANALYSIS OF SCORES AND PERCENTILE RANKINGS OF SELECTED SPANISH SURNAMED EIGHTH GRADE STUDENTS ON STANDARDIZED TESTS MEASURING VERBAL SKILLS—1969–70

### ANALYSIS OF SCORES AND PRECENTILE RANKINGS OF SELECTED SPANISH-SURNAMED 8TH GRADE STUDENTS ON STANDARDIZED TESTS MEASURING VERBAL SKILLS (1969–70)

| Analysis item | Sampled students receiving higher percentile rankings | | Sampled students receiving lower percentile rankings | | Average gain (+) or decline (−) of sampled students | Average variation of sampled students |
|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | | |
| Comparison of percentile rankings of sampled students showing individual progress: | | | | | | |
| Col. I versus col. V | 10 | 30.0 | 23 | 70.0 | [1] 16.9 | ([2]) |
| Col. I versus col. VII | 5 | 16.0 | 26 | 84.0 | [1] 20.5 | ([2]) |
| Col. III versus col. VI | 7 | 18.0 | 31 | 82.0 | [1] 15.3 | ([2]) |
| Col. IV versus col. VII | 14 | 39.0 | 22 | 61.0 | [1] 15.1 | ([2]) |
| Col. V versus col. VII | 4 | 10.0 | 36 | 90.0 | [1] 16.5 | ([2]) |
| Comparison of percentile rankings of sampled students versus average percentile rankings of non-Spanish-surnamed students: | | | | | | |
| Col. I (59) | 5 | 10.0 | 44 | 90.0 | ([2]) | [1] 29.0 |
| Col. II (52) | 8 | 7.0 | 105 | 93.0 | ([2]) | [1] 29.5 |
| Col. III (59) | 29 | 25.7 | 84 | 74.3 | ([2]) | [1] 28.5 |
| Col. IV (58) | 18 | 16.0 | 94 | 84.0 | ([2]) | [1] 33.8 |
| Col. V (36.4)[3] | 13 | 14.8 | 75 | 85.2 | ([2]) | [1] 10.4 |
| Col. VI (38.7)[3] | 28 | 32.0 | 60 | 68.0 | ([2]) | [1] 11.2 |
| Col. VII (37.6)[3] | 20 | 22.7 | 68 | 77.3 | ([2]) | [1] 8.0 |

[1] Percentile average of declining students only.
[2] Not available.
[3] Comparison with 1965–66 districtwide averages.

### 8TH GRADE STUDENTS (60 OF 334 STUDENTS) 1969–70

| Name | Lorge Thorndike intelligence test, level E (7th grade) verbal battery, raw score/percentile | Iowa test of basic skills, 5th* or 6th grade (grade equivalent/grade percentile) | | | Iowa test of basic skills, 3d grade (grade equivalent/grade percentile) | | |
|---|---|---|---|---|---|---|---|
| | | General vocabulary | Language usage | Composite | General vocabulary | Language usage | Composite |
| | I | II | III | IV | V | VI | VII |
| | 26/12 | 38/6 | 51/-5 | 49/12 | 26/20 | 35/45 | 27/15 |
| | | 26/1 | 76/64 | 51/16 | 26/20 | 13/40 | 31/30 |
| | 42/46 | 44/11 | 65/47 | 56/26 | | | |
| | 27/14 | 35/4 | 68/51 | 53/20 | 36/47 | 39/54 | 36/48 |
| | | | | | | | |
| | 51/67 | 73/63 | 87/81 | 77/74 | 53/91 | 52/80 | 50/88 |
| | 51/67 | 66/47 | 82/73 | 74/68 | 32/35 | 49/74 | 38/55 |
| | 29/17 | 41/9 | 68/51 | 50/14 | 22/11 | 21/12 | 20/12 |
| | 37/34 | 47/15 | 62/42 | 51/16 | 30/30 | 28/28 | 34/41 |
| | | 32/2 | 62/42 | 47/09 | 26/20 | 21/12 | 30/27 |
| | 22/07 | 54/24 | 49/23 | 55/24 | 20/07 | 24/19 | 26/12 |
| | 41/43 | 64/43 | 82/73 | 67/51 | 33/38 | 44/64 | 37/51 |
| | 28/15 | 56/27 | 64/47 | 60/34 | | | |
| | | *40/16 | *48/33 | *44/17 | 24/15 | 26/24 | 30/27 |
| | 27/14 | 61/37 | 76/64 | 57/28 | | | |
| | 32/23 | 56/27 | 54/30 | 53/20 | | | |
| | 25/10 | 38/06 | 49/23 | 45/06 | 26/20 | 26/24 | 26/12 |
| | 34/28 | 64/43 | 71/56 | 58/30 | | | |
| | | 32/02 | 46/19 | 46/07 | 22/11 | 28/28 | 27/15 |
| | 27/17 | 47/25 | 43/15 | 53/20 | 28/25 | 37/49 | 34/41 |
| | 41/43 | 56/27 | 74/60 | 71/60 | 37/49 | 50/76 | 43/70 |
| | 37/34 | 54/24 | 65/47 | 59/32 | 28/25 | 37/49 | 37/51 |
| | | *22/01 | *39/19 | *32/01 | 18/05 | 24/19 | 28/19 |
| | 43/48 | 70/56 | 51/25 | 63/42 | 38/52 | 44/64 | 39/58 |
| | 22/07 | 26/01 | 43/15 | 45/6 | | | |
| | 25/10 | 41/09 | 60/39 | 51/16 | 37/49 | 32/38 | 38/55 |
| | 40/41 | 64/43 | 82/73 | 64/44 | 40/59 | 46/68 | 40/61 |
| | 37/34 | 56/27 | 65/47 | 54/22 | 33/38 | 46/68 | 40/61 |
| | 30/19 | 50/19 | 36/07 | 50/14 | 30/30 | 30/33 | 30/27 |
| | 19/04 | 60/35 | 43/15 | 49/12 | | | |
| | 32/23 | 56/27 | 71/56 | 60/34 | | | |

8TH GRADE STUDENTS (6) OF 334 STUDENTS) 1969-70—Continued

| Name | Lorge Thorndike intelligence test, level E (7th grade) verbal battery, raw score/percentile | Iowa test of basic skills, 5th* or 6th grade (grade equivalent/grade percentile) | | | Iowa test of basic skills, 3d grade (grade equivalent/grade percentile) | | |
|---|---|---|---|---|---|---|---|
| | | General vocabulary | Language usage | Composite | General vocabulary | Language usage | Composite |
| | I | II | III | IV | V | VI | VII |
| ---- | 22/07 | 58/31 | 82/73 | 56/26 | 37/49 | 43/62 | 37/51 |
| ---- | 22/07 | 52/21 | 57/35 | 50/14 | 25/25 | 15/02 | 27/15 |
| ---- | 35/30 | 44/11 | 49/23 | 58/30 | ---- | ---- | ---- |
| ---- | 42/46 | 60/35 | 93/89 | 78/76 | ---- | ---- | ---- |
| ---- | 41/43 | *35/09 | *56/43 | *56/48 | ---- | ---- | ---- |
| ---- | 48/60 | 56/27 | 76/60 | 65/46 | 33/38 | 43/62 | 37/51 |
| ---- | 28/15 | 44/11 | 54/30 | 47/09 | 33/38 | 21/12 | 31/30 |
| ---- | 68/96 | 79/76 | 104/99 | 86/90 | 40/54 | 54/83 | 49/86 |
| ---- | 31/21 | 44/11 | 49/23 | 51/16 | ---- | ---- | ---- |
| ---- | 25/10 | 50/19 | 54/30 | 53/20 | 26/20 | 24/19 | 33/38 |
| ---- | 36/32 | 56/27 | 87/81 | 65/46 | 42/65 | 44/64 | 48/83 |
| | 47/58 | 66/47 | 76/64 | 70/58 | 34/41 | 43/62 | 42/67 |
| | ---- | *42/19 | *20/01 | *38/06 | 30/30 | 24/19 | 30/27 |
| | 42/46 | 62/39 | 76/64 | 76/72 | ---- | ---- | ---- |
| | ---- | 54/24 | 43/15 | 49/12 | 32/35 | 35/45 | 35/45 |
| | 43/48 | 64/45 | 57/35 | 73/65 | 37/49 | 54/83 | 48/83 |
| | 33/25 | 64/43 | 60/39 | 59/32 | 36/47 | 40/56 | 38/55 |
| | 34/28 | 50/19 | 49/23 | 57/28 | ---- | ---- | ---- |
| | 36/32 | 38/06 | 65/47 | 62/39 | ---- | ---- | ---- |
| | 33/25 | 50/19 | 54/30 | 53/20 | ---- | ---- | ---- |
| | ---- | 47/15 | 60/39 | 58/30 | 36/47 | 38/47 | 37/51 |
| | ---- | *42/19 | *54/44 | *47/24 | 24/15 | 35/45 | 31/30 |
| | 54/74 | 73/63 | 87/81 | 81/82 | 37/49 | 56/86 | 49/86 |
| | 34/28 | 50/19 | 60/39 | 60/34 | ---- | ---- | ---- |
| | 38/36 | 60/35 | 76/64 | 61/37 | ---- | ---- | ---- |
| | 42/46 | 75/68 | 76/64 | 79/68 | ---- | ---- | ---- |
| | ---- | 32/02 | 46/19 | 49/12 | ---- | ---- | ---- |
| | 44/50 | 66/47 | 71/56 | 67/51 | 37/49 | 52/80 | 40/61 |

## CHARTS IV—ASSIGNMENT OF PUPILS TO A. C. JONES HIGH SCHOOL, 1970–71 SCHOOL YEAR

### SUMMARY STATISTICS

9th Grade:

1. Average Deviation of classes from racial composition of grade level population, ±36.7%.
2. Average Maximum variance between sections of a course, 81.9%.

10th Grade:

1. Average Deviation of classes from racial composition of grade level population, ±47.2%.
2. Average Maximum variance between sections of a course, 67.0%.

11th Grade:

1. Average Deviation of classes from racial composition of grade level population, ±48.0%.
2. Average Maximum variance between sections of a course, 38.1%.

12th Grade:

1. Average Deviation of classes from racial composition of grade level population ±51.7%.
2. Average Maximum variance between sections of a course, 143.1%.

ASSIGNMENT OF PUPILS—A. C. JONES HIGH SCHOOL, 1970-71 SCHOOL YEAR, 9TH GRADE

| | | | | | | Lorge-Thorndike intelligence test, level E, verbal battery | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Course | Total enrollment | Number of Spanish-surnamed pupils enrolled | Spanish-surnamed pupils as a percent of total enrollment | Deviation of Spanish-surnamed pupils enrolled from racial composition of grade level population expressed as a percent | Maximum variance among sections | Average score of Spanish-surnamed pupils | Average score of non-Spanish-surnamed pupils | Ranking of Spanish-surnamed pupils as percentile of all Spanish-surnamed pupils at grade level | Ranking of non-Spanish-surnamed pupils as percentile of all non-Spanish-surnamed pupils at grade level | Verbal skill/assignment index | Ethnic group verbal skill/assignment index |
| | II | III | IV | V | VI | VII | VIII | IX | X | XI | XII |
| English I: | | | | | | | | | | | |
| All sections | 346 | 144 | 42.6 | ±26.3(14.3) | 153.0 | 38.6 | 46.7 | 65 | 50 | −17.3 | −22.2 |
| Sec. 1 | 35 | 15 | 42.8 | −13.9 | | 41.0 | 49.5 | 73 | 59 | −16.8 | −20.8 |
| Sec. 2 | 33 | 17 | 51.5 | +3.5 | | 35.3 | 43.6 | 50 | 39 | +4.3 | +4.5 |
| Sec. 3 | 22 | 5 | 22.7 | −54.3 | | 47.2 | 59.4 | 87 | 80 | −68.3 | +118.8 |
| Sec. 4 | 22 | 0 | .7 | −100.0 | | | 56.6 | | 77 | | |
| Sec. 5 | 34 | 16 | 47.0 | −5.4 | | 43.6 | 45.0 | 84 | 45 | −5.6 | −10.5 |
| Sec. 6 | 34 | 12 | 35.2 | −29.2 | | 37.3 | 40.9 | 55 | 29 | −32.0 | −60.7 |
| Sec. 7 | 33 | 14 | 42.4 | −14.7 | | 36.2 | 49.7 | 52 | 59 | −20.2 | −17.8 |
| Sec. 8 | 34 | 11 | 32.3 | −35.0 | | 40.3 | 45.3 | 69 | 45 | −39.3 | −60.3 |
| Sec. 9 | 32 | 21 | 65.6 | +24.2 | | 35.5 | 45.0 | 52 | 45 | +30.7 | +35.5 |
| Sec. 10 | 35 | 17 | 51.5 | +3.5 | | 35.9 | 37.4 | 52 | 16 | +3.7 | +12.0 |
| Sec. 11 | 34 | 16 | 47.0 | −5.4 | | 33.4 | 41.6 | 38 | 29 | −6.7 | −8.2 |
| Algebra I: | | | | | | | | | | | |
| All sections | 231 | 92 | 39.8 | ±29.6(−19.9) | 100.7 | 42.4 | 48.4 | 77 | 52 | −22.7 | −34.1 |
| Sec. 1 | 35 | 18 | 51.4 | +3.3 | | 44.3 | 51.9 | 84 | 65 | +3.9 | +5.0 |
| Sec. 2 | 26 | 6 | 23.0 | −53.7 | | 51.6 | 49.0 | 94 | 59 | −51.0 | −79.5 |
| Sec. 3 | 30 | 10 | 33.3 | −33.0 | | 37.0 | 50.2 | 55 | 59 | −44.8 | −41.8 |
| Sec. 4 | 26 | 16 | 61.5 | +19.2 | | 33.0 | 43.2 | 62 | 37 | +21.8 | +36.5 |
| Sec. 5 | 36 | 13 | 36.1 | −27.4 | | 34.6 | 45.8 | 50 | 47 | −36.3 | −38.6 |
| Sec. 6 | 28 | 6 | 21.4 | −56.9 | | 51.5 | 56.4 | 94 | 77 | −62.3 | −74.4 |
| Sec. 7 | 31 | 15 | 48.3 | −28.2 | | 45.0 | 46.0 | 87 | 47 | −28.9 | −53.5 |
| Sec. 8 | 19 | 8 | 42.1 | −15.3 | | 37.4 | 44.9 | 55 | 45 | −18.4 | −22.5 |

ASSIGNMENT OF PUPILS—A. C. JONES HIGH SCHOOL, 1970-71 SCHOOL YEAR, 9TH GRADE—Continued

| Course | Total enrollment | Number of Spanish-surnamed pupils enrolled | Spanish-surnamed pupils as a percent of total enrollment | Deviation of Spanish-surnamed pupils enrolled from racial composition of grade level population expressed as a percent | Maximum variance among sections | Lorge-Thorndike intelligence test, level E, verbal battery | | | | Verbal skill/assignment index | Ethnic group verbal skill/assignment index |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Average score of Spanish-surnamed pupils | Average score of non-Spanish-surnamed pupils | Ranking of Spanish-surnamed pupils as percentile of all Spanish-surnamed pupils at grade level | Ranking of non-Spanish-surnamed pupils as percentile of all non-Spanish-surnamed pupils at grade level | | |
| I | II | III | IV | V | VI | VII | VIII | IX | X | XI | XII |
| Algebra Ih: | | | | | | | | | | | |
| All sections | 37 | 6 | 16.2 | 67.1(−67.4) | 72.2 | 50.9 | 60.2 | 92 | 83 | −85.4 | −100.8 |
| Sec. 1h | 18 | 4 | 22.2 | −55.3 | .............. | 55.5 | 54.7 | 96 | 74 | −54.5 | −70.7 |
| Sec. 2h | 19 | 2 | 10.5 | −78.9 | .............. | 46.3 | 65.6 | 87 | 93 | −111.8 | −104.6 |
| Rel. math I: | | | | | | | | | | | |
| All sections | 173 | 120 | 69.4 | +28.1(+28.4) | 16.7 | 35.7 | 36.5 | 52 | 15 | +29.0 | +94.3 |
| Sec. 1 | 29 | 22 | 75.8 | +34.4 | .............. | 34.6 | 37.3 | 50 | 16 | +24.4 | +83.9 |
| Sec. 2 | 28 | 18 | 64.2 | +22.6 | .............. | 32.7 | 39.5 | 38 | 24 | +27.3 | +39.9 |
| Sec. 3 | 29 | 20 | 68.9 | +27.9 | .............. | 35.6 | 37.6 | 52 | 17 | +29.5 | +90.2 |
| Sec. 4 | 29 | 21 | 72.4 | +31.4 | .............. | 36.8 | 38.0 | 55 | 16 | +32.4 | +104.8 |
| Sec. 5 | 29 | 20 | 68.9 | +27.9 | .............. | 36.3 | 30.5 | 52 | 8 | +23.4 | +81.1 |
| Sec. 6 | 29 | 19 | 65.5 | +24.1 | .............. | 38.0 | 36.3 | 62 | 15 | +23.0 | +83.9 |
| Physical science I: | | | | | | | | | | | |
| All sections | 203 | 74 | 36.5 | ±31.1(−26.5) | 122.0 | 38.9 | 49.7 | 65 | 59 | −33.9 | −37.3 |
| Sec. 1 | 21 | 3 | 14.2 | −71.4 | .............. | 32.3 | 48.1 | 35 | 52 | −106.3 | −124.4 |
| Sec. 2 | 28 | 9 | 32.1 | −35.4 | .............. | 37.0 | 46.0 | 55 | 47 | −44.8 | −51.5 |
| Sec. 3 | 22 | 13 | 59.0 | +15.7 | .............. | 41.4 | 44.2 | 73 | 39 | +16.8 | +31.5 |
| Sec. 4 | 22 | 8 | 36.3 | −26.9 | .............. | 36.8 | 55.3 | 55 | 16 | −40.4 | −138.9 |
| Sec. 5 | 27 | 13 | 48.1 | −3.2 | .............. | 45.2 | 49.1 | 87 | 54 | −3.5 | −5.6 |
| Sec. 6 | 27 | 9 | 33.3 | −33.0 | .............. | 35.2 | 49.2 | 50 | 54 | −46.1 | −42.7 |
| Sec. 7 | 28 | 9 | 32.1 | −35.1 | .............. | 46.2 | 49.1 | 87 | 54 | −37.6 | −60.6 |
| Sec. 8 | 28 | 10 | 35.7 | −28.1 | .............. | 37.3 | 56.8 | 55 | 78 | −42.8 | −30.2 |

|  |  |  |  |  |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Physical science II: |  |  |  |  |  |  |  |  |  |  |  |
| All sections | 131 | 85 | 64.9 | ±23.0(+23.4) | 17.3 | 34.4 | 37.8 | 44 | 17 | +25.7 | +66.5 |
| Sec. 1 | 32 | 29 | 52.5 | +20.4 | ............ | 33.7 | 42.0 | 44 | 31 | +25.4 | +36.1 |
| Sec. 2 | 32 | 23 | 71.8 | +30.7 | ............ | 36.6 | 38.0 | 55 | 17 | +31.9 | +103.2 |
| Sec. 3 | 34 | 22 | 64.7 | +23.1 | ............ | 30.7 | 37.1 | 31 | 16 | +27.9 | +54.1 |
| Sec. 4 | 33 | 20 | 60.6 | +17.9 | ............ | 36.7 | 34.0 | 55 | 13 | +16.6 | +70.2 |
| Western geography: |  |  |  |  |  |  |  |  |  |  |  |
| All sections | 132 | 71 | 53.8 | ±21.6(+7.0) | 65.1 | 34.9 | 47.8 | 50 | 52 | +10.4 | +10.0 |
| Sec. 1 | 25 | 10 | 40.0 | −19.5 | ............ | 37.0 | 51.6 | 55 | 65 | −27.2 | −23.0 |
| Sec. 2 | 27 | 11 | 40.7 | −18.1 | ............ | 41.0 | 48.1 | 73 | 52 | −21.2 | −29.8 |
| Sec. 3 | 28 | 21 | 75.0 | +33.7 | ............ | 36.0 | 43.8 | 52 | 39 | +41.0 | +54.7 |
| Sec. 4 | 25 | 11 | 44.0 | −11.4 | ............ | 46.0 | 55.2 | 87 | 74 | −13.7 | −16.1 |
| Sec. 5 | 27 | 18 | 66.6 | +25.3 | ............ | 39.5 | 40.3 | 65 | 26 | 25.8 | +68.5 |
| Latin I: |  |  |  |  |  |  |  |  |  |  |  |
| All sections | 67 | 11 | 16.4 | ±66.9(−67.0) | 107.9 | 50.8 | 51.1 | 92 | 60 | −67.4 | −102.2 |
| Sec. 1 | 22 | 6 | 27.2 | −45.2 | ............ | 48.0 | 38.8 | 88 | 24 | −36.5 | −133.8 |
| Sec. 2 | 21 | 2 | 9.5 | −80.8 | ............ | 50.5 | 56 6 | 91 | 78 | −90.6 | −106.9 |
| Sec. 3 | 24 | 3 | 12.5 | −74.8 | ............ | 54.0 | 58.0 | 95 | 78 | −80.3 | −97.8 |

ASSIGNMENT OF PUPILS, A. C. JONES HIGH SCHOOL—1970-71 SCHOOL YEAR—10TH GRADE

| Course<br>I | Total enrollment<br>II | Number of Spanish-surnamed (SS) pupils enrolled<br>III | SS pupils as a percent of total enrollment<br>IV | Deviation of SS pupils enrolled from racial composition of grade level population expressed as a percent<br>V | Maximum variance among sections (percent)<br>VI |
|---|---|---|---|---|---|
| English II: | | | | | |
| All sections | 312 | 127 | 40.7 | ±30.6(−19.6) | 141.3 |
| Sec. 1 | 32 | 16 | 50.0 | +1.2 | |
| Sec. 2 | 28 | 9 | 32.1 | −36.6 | |
| Sec. 3 | 29 | 16 | 55.1 | +8.2 | |
| Sec. 4 | 24 | 1 | .04 | −100.0 | |
| Sec. 5 | 16 | 0 | 0 | −100.0 | |
| Sec. 6 | 29 | 9 | 31.0 | −38.7 | |
| Sec. 7 | 26 | 12 | 46.1 | −8.9 | |
| Sec. 8 | 32 | 16 | 50.0 | +1.2 | |
| Sec. 9 | 33 | 17 | 51.5 | +1.8 | |
| Sec. 10 | 31 | 19 | 57.5 | +12.0 | |
| Sec. 11 | 33 | 12 | 36.3 | −28.3 | |
| Plane Geometry: | | | | | |
| All sections | 139 | 42 | 30.2 | ±40.2(−40.3) | 51.6 |
| Sec. 1 | 27 | 10 | 37.0 | −26.9 | |
| Sec. 2 | 28 | 6 | 21.4 | −57.7 | |
| Sec. 3 | 27 | 10 | 37.0 | −26.9 | |
| Sec. 4 | 29 | 8 | 27.5 | −45.7 | |
| Sec. 5 | 28 | 8 | 28.5 | −43.7 | |
| Rel. math II: | | | | | |
| All sections | 50 | 37 | 74.0 | +31.6(+31.6) | 2.7 |
| Sec. 1 | 26 | 19 | 73.0 | +30.7 | |
| Sec. 2 | 24 | 18 | 75.0 | +32.5 | |
| Geometry II: | | | | | |
| All sections | 36 | 1 | 3.8 | −92.5(−94.5) | 200.0 |
| Sec. 1 | 23 | 0 | 0 | −100.0 | |
| Sec. 2 | 13 | 1 | 7.6 | −85.0 | |
| Biology I: | | | | | |
| All sections | 141 | 48 | 34.0 | ±32.9(−32.8) | 45.9 |
| Sec. 1 | 24 | 9 | 37.5 | −25.8 | |
| Sec. 2 | 24 | 8 | 33.3 | −34.2 | |
| Sec. 3 | 23 | 8 | 34.7 | −31.4 | |
| Sec. 4 | 24 | 10 | 41.6 | −17.7 | |
| Sec. 5 | 23 | 7 | 30.4 | −39.9 | |
| Sec. 6 | 23 | 6 | 26.0 | −48.6 | |
| Biology II: | | | | | |
| All sections | 99 | 59 | 59.6 | ±14.1(−15.1) | 23.7 |
| Sec. 1 | 31 | 16 | 51.6 | +2.9 | |
| Sec. 2 | 35 | 23 | 65.7 | +22.9 | |
| Sec. 3 | 33 | 20 | 60.6 | +16.5 | |
| Western history: | | | | | |
| All sections | 275 | 131 | 47.6 | ±14.6(−5.9) | 68.2 |
| Sec. 1 | 42 | 28 | 66.6 | +24.0 | |
| Sec. 2 | 24 | 13 | 54.1 | +6.4 | |
| Sec. 3 | 31 | 15 | 48.3 | −4.5 | |
| Sec. 4 | 31 | 14 | 45.1 | −10.8 | |
| Sec. 5 | 41 | 14 | 34.1 | −32.6 | |
| Sec. 6 | 31 | 12 | 38.7 | −23.5 | |
| Sec. 7 | 38 | 17 | 44.7 | −11.6 | |
| Sec. 8 | 37 | 18 | 48.6 | −3.75 | |
| Spanish Ia: | | | | | |
| All sections | 92 | 91 | 98.9 | ±48.9(+48.8) | 2.5 |
| Sec. 1 | 21 | 21 | 100.0 | +49.4 | |
| Sec. 2 | 41 | 40 | 97.5 | +48.1 | |
| Sec. 3 | 30 | 30 | 100.0 | +49.4 | |
| Spanish Ib: | | | | | |
| All sections | 77 | 2 | 2.6 | ±94.8(−94.8) | 0 |
| Sec. 1 | 38 | 1 | 2.6 | −94.8 | |
| Sec. 2 | 39 | 1 | 2.6 | −94.8 | |
| Latin II: | | | | | |
| All sections | 28 | 4 | 14.2 | ±71.9(−71.9) | 0 |
| Sec. 1 | 14 | 2 | 14.2 | −71.9 | |
| Sec. 2 | 14 | 2 | 14.2 | −71.9 | |
| 11TH GRADE | | | | | |
| English III: | | | | | |
| All sections | 237 | 105 | 44.3 | ±23.9(− 9.6) | 76.9 |
| Sec. 1 | 28 | 17 | 60.7 | +19.3 | |
| Sec. 2 | 28 | 9 | 32.1 | −34.5 | |
| Sec. 3 | 28 | 15 | 53.5 | +8.4 | |
| Sec. 4 | 34 | 14 | 41.1 | −16.1 | |
| Sec. 5 | 32 | 14 | 43.7 | −10.8 | |
| Sec. 6 | 32 | 20 | 62.5 | +21.6 | |
| Sec. 7 | 30 | 8 | 26.6 | −45.7 | |
| Sec. 8 | 25 | 8 | 32.0 | −34.7 | |

ASSIGNMENT OF PUPILS, A. C. JONES HIGH SCHOOL—1970-71 SCHOOL YEAR—10TH GRADE—Continued

| Course<br>I | Total enrollment<br>II | Number of Spanish-surnamed (SS) pupils enrolled<br>III | SS pupils as a percent of total enrollment<br>IV | Deviation of SS pupils enrolled from racial composition of grade level population expressed as a percent<br>V | Maximum variance among sections (percent)<br>VI |
|---|---|---|---|---|---|
| English IIIh: | | | | | |
| All sections | 45 | 11 | 24.4 | −50.6(−50.2) | 50.4 |
| Sec. 1 | 22 | 4 | 18.1 | −63.1 | |
| Sec. 2 | 23 | 7 | 30.4 | −38.0 | |
| Algebra II: | | | | | |
| All sections | 83 | 25 | 30.1 | −38.6(−38.6) | 15.3 |
| Sec. 1 | 29 | 8 | 27.5 | −43.9 | |
| Sec. 2 | 26 | 8 | 30.7 | −37.4 | |
| Sec. 3 | 28 | 9 | 32.1 | −34.5 | |
| Chemistry: | | | | | |
| All sections | 47 | 14 | 29.4 | ±39.8(−40.0) | 82.6 |
| Sec. 1 | 24 | 10 | 41.6 | −15.1 | |
| Sec. 2 | 23 | 4 | 17.3 | −64.6 | |
| American History: | | | | | |
| All sections | 212 | 113 | 53.6 | ±14.05(−8.5) | 44.9 |
| Sec. 1 | 35 | 23 | 65.7 | +25.4 | |
| Sec. 2 | 12 | 5 | 41.6 | −15.1 | |
| Sec. 3 | 45 | 19 | 42.2 | −13.8 | |
| Sec. 4 | 42 | 24 | 57.1 | +14.1 | |
| Sec. 5 | 11 | 6 | 54.5 | −10.1 | |
| Sec. 6 | 18 | 11 | 61.1 | +19.8 | |
| Sec. 7 | 11 | 5 | 45.4 | −7.3 | |
| Sec. 8 | 38 | 20 | 52.6 | +6.8 | |
| American history—CVAE: | | | | | |
| All sections | 33 | 31 | 93.9 | ±47.8(+47.8) | .4 |
| Sec. 1 | 17 | 16 | 94.1 | +47.9 | |
| Sec. 2 | 16 | 15 | 93.7 | +47.7 | |
| Spanish IIa: | | | | | |
| All sections | 49 | 37 | 75.5 | ±35.3(+35.1) | 32.4 |
| Sec. 1 | 20 | 18 | 90.0 | +45.5 | |
| Sec. 2 | 29 | 19 | 65.5 | +25.1 | |
| Spanish IIb: | | | | | |
| All sections | 43 | 0 | 0 | −100.0 | |
| Sec. 1 | 22 | 0 | 0 | −100.0 | |
| Sec. 2 | 21 | 0 | 0 | −100.0 | |

12TH GRADE

| Course<br>I | Total enrollment<br>II | Number of Spanish-surnamed (SS) pupils enrolled<br>III | SS pupils as a percent of total enrollment<br>IV | Deviation of SS pupils enrolled from racial composition of grade level population expressed as a percent<br>V | Maximum variance among sections (percent)<br>VI |
|---|---|---|---|---|---|
| English IV: | | | | | |
| All sections | 197 | 77 | 39.1 | ±31.75(−21.3) | 159.8 |
| Sec. 1 | 21 | 0 | 0 | −100.0 | |
| Sec. 2 | 28 | 11 | 39.2 | −21.1 | |
| Sec. 3 | 30 | 13 | 43.3 | −12.9 | |
| Sec. 4 | 30 | 11 | 36.6 | −26.4 | |
| Sec. 5 | 32 | 20 | 62.5 | +20.5 | |
| Sec. 6 | 27 | 13 | 48.1 | −3.2 | |
| Sec. 7 | 29 | 9 | 31.0 | −37.6 | |
| English IV—(RL): All sections | 19 | 4 | 21.0 | −57.8 | |
| English IV—CVAE: All sections | 29 | 27 | 93.1 | +46.6 | |
| Consumer math: | | | | | |
| All sections | 107 | 51 | 47.7 | ±31.5(−4.0) | 112.3 |
| Sec. 1 | 29 | 12 | 41.3 | +16.9 | |
| Sec. 2 | 29 | 15 | 51.7 | +3.9 | |
| Sec. 3 advanced | 20 | 1 | 5.0 | −89.9 | |
| Sec. 4 | 29 | 17 | 58.6 | +15.2 | |
| Advanced algebra: | | | | | |
| All sections | 37 | 2 | 5.4 | −89.5(−89.1) | 194.4 |
| Sec. 1 | 19 | 2 | 10.5 | −78.9 | |
| Sec. 2 | 18 | 0 | 0 | −100.0 | |
| Trigonometry: | | | | | |
| All sections | 37 | 8 | 21.6 | −59.2(−56.5) | 34.2 |
| Sec. 1 | 25 | 6 | 24.0 | −51.7 | |
| Sec. 2 | 12 | 2 | 16.6 | −66.6 | |
| Physics: All sections | 20 | 3 | 15.0 | −69.8 | |
| American Government: | | | | | |
| All sections | 209 | 85 | 40.7 | ±36.1(−18.1) | 214.9 |
| Sec. 1 | 54 | 14 | 25.9 | −47.8 | |
| Sec. 2 CVAE | 30 | 28 | 93.3 | +46.7 | |
| Sec. 3 | 17 | 1 | 5.8 | +88.3 | |
| Sec. 4 | 18 | 8 | 44.4 | −10.6 | |
| Sec. 5 | 21 | 10 | 47.6 | −4.2 | |
| Sec. 6 | 24 | 5 | 20.8 | +58.1 | |
| Sec. 7 | 21 | 7 | 33.3 | −33.0 | |
| Sec. 8 | 24 | 12 | 50.0 | +.6 | |
| Spanish III: All sections | 13 | 10 | 76.9 | +35.3 | |

NONSPANISH SURNAMED 7TH-GRADE STUDENTS—LORGE THORNDIKE INTELLIGENCE TEST, VERBAL BATTERY, OCTOBER 1968

| Score | Frequency | Percentile | Score | Frequency | Percentile |
|---|---|---|---|---|---|
| 76 | 2 | 99 | 59 | 5 | 80 |
| 75 | 1 | 98 | 58 | 2 | 78 |
| 72 | 1 | 98 | 56 | 2 | 77 |
| 71 | 1 | 97 | 55 | 5 | 74 |
| 70 | 1 | 96 | 54 | 5 | 71 |
| 68 | 2 | 95 | 53 | 6 | 68 |
| 67 | 3 | 93 | 52 | 4 | 65 |
| 66 | 1 | 93 | 51 | 8 | 60 |
| 65 | 2 | 92 | 50 | 2 | 59 |
| 64 | 3 | 90 | 49 | 8 | 54 |
| 63 | 3 | 88 | 48 | 5 | 52 |
| 62 | 2 | 87 | 47 | 3 | 50 |
| 61 | 4 | 84 | 46 | 4 | 47 |
| 60 | 3 | 83 | | | |

SPANISH SURNAMED 7TH-GRADE STUDENTS—LORGE THORNDIKE INTELLIGENCE TEST, VERBAL BATTERY, OCTOBER 1968

| | | | | | |
|---|---|---|---|---|---|
| 68 | 1 | 99 | 42 | 6 | 77 |
| 61 | 1 | 99 | 41 | 6 | 73 |
| 58 | 3 | 97 | 40 | 7 | 69 |
| 55 | 2 | 96 | 39 | 7 | 65 |
| 54 | 1 | 95 | 38 | 5 | 62 |
| 53 | 2 | 94 | 27 | 10 | 55 |
| 51 | 3 | 92 | 36 | 5 | 52 |
| 50 | 1 | 91 | 35 | 4 | 50 |
| 49 | 2 | 90 | 34 | 10 | 44 |
| 48 | 3 | 88 | 33 | 10 | 38 |
| 47 | 2 | 87 | 32 | 5 | 35 |
| 45 | 1 | 87 | 31 | 6 | 31 |
| 44 | 4 | 84 | 30 | 9 | 26 |
| 43 | 6 | 80 | | | |

NONSPANISH SURNAMED 7TH-GRADE STUDENTS—LORGE THORNDIKE INTELLIGENCE TEST, VERBAL BATTERY, OCTOBER 1968

| Score | Frequency | Percentile | Score | Frequency | Percentile |
|---|---|---|---|---|---|
| 44 | 10 | 39 | 32 | 5 | 9 |
| 43 | 4 | 37 | 31 | 1 | 8 |
| 42 | 10 | 31 | 30 | 1 | 8 |
| 41 | 2 | 29 | 29 | 1 | 7 |
| 40 | 6 | 26 | 28 | 2 | 6 |
| 39 | 3 | 24 | 27 | 2 | 5 |
| 38 | 11 | 17 | 26 | 2 | 4 |
| 37 | 3 | 16 | 25 | 1 | 3 |
| 36 | 1 | 15 | 24 | 3 | 2 |
| 35 | 2 | 14 | 22 | 1 | 1 |
| 34 | 1 | 13 | 16 | 1 | 1 |
| 33 | 2 | 12 | 11 | 1 | 0 |

SPANISH SURNAMED 7TH-GRADE STUDENTS—LORGE THORNDIKE INTELLIGENCE TEST, VERBAL BATTERY, OCTOBER 1968

| Score | Frequency | Percentile | Score | Frequency | Percentile |
|---|---|---|---|---|---|
| 29 | 2 | 24 | 23 | 1 | 9 |
| 28 | 7 | 20 | 22 | 7 | 5 |
| 27 | 7 | 16 | 21 | 4 | 2 |
| 26 | 3 | 14 | 20 | 2 | 1 |
| 25 | 5 | 11 | 19 | 1 | 1 |
| 24 | 2 | 10 | 18 | 1 | 0 |

## SUPPORTING INFORMATION

Terms used—

$A$ = Percent of Spanish-surnamed pupils in all sections of a subject, taken as a whole.
$A_1, A_2, A_3, A_4, A_5$ = Percent of Spanish-surnamed pupils in each section of a subject.
$A_x$ = Percent of Spanish-surnamed pupils in that section of a subject which has the "highest" percentage of such students.
$A_y$ = Percent of Spanish-surnamed pupils in that section of a subject which has the "lowest" percentage of such students.
$\Theta$ = Percent of Spanish-surnamed pupils in the school population.
$F_1 \rightarrow F_N$ = Scores of Spanish-surnamed pupils in a given section.
$G$ = Number of Spanish-surnamed pupils in a given section.
$H_1 \rightarrow H_N$ = Scores of non-Spanish-surnamed pupils in a given section.
$i$ = Number of non-Spanish-surnamed pupils in a given section.

1970-71 school year:
- Grade level population—9th grade:
  - 49.7 percent Mexican-American.
  - .8 percent Black.
  - 49.5 percent Anglo.
- Grade level population—10th grade:
  - 50.6 percent Mexican-American.
  - 1.5 percent Black.
  - 47.9 percent Anglo.
- Grade level population—11th grade:
  - 49.0 percent Mexican-American.
  - 3.5 percent Black.
  - 47.3 percent Anglo.
  - .2 percent Oriental.
- Grade level population—12th grade:
  - 49.7 percent Mexican-American.
  - 1.7 percent Black.
  - 48.6 percent Anglo.

Column V.—Let x = deviation of the percentage of Spanish surnamed from the grade level population—

$$\text{If } \Theta > A_1, \text{ then } x = \frac{\Theta - A_1}{\Theta}$$

$$\text{If } \Theta < A_1, \text{ then } x = \frac{A_1 - \Theta}{A_1}$$

Column VI—Let x = maximum variance between sections of a subject expressed as a percentage of Spanish-surnamed pupils in all sections—

$$x = \frac{A_x - A_y}{A}$$

Column VII—Let x = sum of the raw scores of Spanish-surnamed pupils enrolled in a given section divided by the number of Spanish-surnamed students enrolled—

$$x = \frac{F_1 \cdots + F_N}{G}$$

Column VIII—Let x = the sum of the raw scores of non-Spanish-surnamed pupils enrolled in a given section divided by the number of Spanish-surnamed students enrolled—

$$x = \frac{H_1 \cdots + H_N}{i}$$

Column XI—Let x = the verbal skill assignment index—

$$x = \frac{\frac{\text{Average score of non-Spanish-surnamed pupils (col. VIII)}}{\text{Average score of Spanish-surnamed pupils (col. VII)}}}{\text{Deviation of Spanish-surnamed pupils enrolled from racial composition of grade level (col. V).}}$$

Column XII—Let x = the ethnic group verbal skill assignment index—

$$x = \frac{\frac{\text{Ranking of Spanish-surnamed pupils as percentile of all Spanish-surnamed pupils at grade level (col. IX)}}{\text{Ranking of non-Spanish-surnamed pupils as percentile of all non-Spanish-surnamed pupils at grade level (col. X)}}}{\text{Verbal skill assignment Index (col. XI).}}$$

## REVIEW OF ASSIGNMENT OF CHILDREN TO EMR CLASSES

*Operative Question.—Is the system for the assignment of children to special education classes for the mentally retarded* operated or administered in a racially discriminatory fashion?*

A. What are the state requirements (usually accompanying special financial assistance programs) relating to EMR classes?

B. What standards does the school district maintain for assignment to EMR classes?

Three major types of discriminatory action are: (1) overinclusion of minority groups, (2) underinclusion of whites or Anglos and (3) different standards of effort for different ethnic groups.

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*Classes for the mentally retarded (hereafter referred to as EMR classes) refers to any class to which students are assigned other than by randem, for causes related to alleged mental, learning or emotional deficiencies or problems, or any class which is historically traceable to the above-mentioned classes.

### APPROACH ONE

On the basis of the state and local standards allegedly utilized for assignment of all children there has occurred an *overinclusion* of minority children.

a. Determine whether the percentage of minority children (each minority groups) in EMR classes within a school exceeds by 5% minority children as a percent of all children at chronological age level in the school.

b. Review the cumulative records/assignment records of all children assigned to EMR classes, and note whether any of children (note race or national origin) assigned fail to meet the standards for assignment set up by the state or local school system.

For example:

(a) No individually administered IQ test administered
(b) Test which was administered not on state approved list
(c) IQ test score was higher than state and local standard
(d) No record (or incomplete record) of parental permission having been given
(e) No teacher referral memorandum
(f) No periodic review of placement
(g) No medical examination

### POINT TWO

On the basis of the state and local standards allegedly utilized for assignment of all children there has occurred an *underinclusion* of white or Anglo children.

a. Determine whether the percentage of white or Anglo children in EMR classes within a school differs by 5% or more from white or Anglo children as a percent of all children at chronological age level in the school.

b. Review the cumulative records of all children considered for assignment to EMR classes and note whether any children *not* assigned to EMR classes met the *objective* standards (test scores etc.) for assignment set up by the state and local school system. Record ethnic identification and which *subjective* standards, if any, were not met and which, if any, were.

c. Review the group intelligence scores of early elementary school (eg. Beeville 3rd grade ITBS) and screen for those scores which (in the test manufactures judgment) correlate with an IQ score below that prescribed (by state or school district) for assignment. After selection of the group of children described above, review cumulative record folders of each and note race or ethnic group and whether any *objective* standards for assignment (eg. individual IQ test score) are revealed.

### POINT THREE

The local school district is employing a different standard of effort as regards the evaluation and assignment of minority group children as compared with non-minority group children.

Review the cumulative records of all children currently assigned to EMR classes *or* currently enrolled and previously considered or currently being considered for assignment to EMR classes. Note (1) the number of evaluation instruments which have been utilized (eg. name, date and score of each test); (2) the number, nature and detail of any medical, psychological or educational evaluation or analysis which is included in the folder; (3) the number, nature and detail of post-assignment reviews or re-evaluations; and (4) the number, nature and detail of other types of background information which has been developed.

### SUMMARY OF CO-ORDINATED APPROACH

a. Compare the ethnic population of EMR classes with the ethnic population of the school (or school district) as a whole.

*Key.*—Does the ethnic population of EMR classes, for any group, vary by 5% or more from the ethnic population of the school?

b. Clearly establish the standards (state imposed or locally imposed) by which the school district alleges it assigns children to EMR classes and differentiate between subjective and objective standards.

c. Review the cumulative record folders of all children:

(a) currently assigned to EMR classes

(b) currently enrolled and previously considered or currently being considered for assignment to EMR classes

(c) who have scores on group aptitude or achievement test which correllate with an IQ score consonant with the District's IQ score standard for assignment,

and in all cases, note:

(a) the ethnic group of the child

(b) whether or not each of the objective and subjective standards of assignment have been complied with or whether there is evidence that objective standards have been met but assignment has not been made.

(c) the standard of effort employed by the school district in the evaluation-assignment/non-assignment process.

### CHECKLIST FOR COLLECTING DATA RELATED TO THE USE OF FEDERAL FUNDS TO PROVIDE EQUAL EDUCATIONAL OPPORTUNITY

1. (a) *For each person occupying the following positions in a school in which a Title I project is operated,* obtain name of person, source of salary, nature and extent of Title I services performed (if any):

Superintendent, Clerical Assistant, Consultant, Teachers, Custodian, Attendance Service Personnel, Counselor, Nurse, Librarian, any other person whose salary is classified under the 200 series in OE Handbook 22017 Financial Accounting for State and Local School Systems.

(b) *For teachers.*—Obtain specific information as to subjects taught; hours per subject (including overtime) other services rendered; relation of subjects taught and services rendered to Title I projects (if any); names of students receiving instruction or services in classes financed in part or whole by Title I.

2. Copies of any audit or evaluation related to the Title I project.

3. Obtain detailed expenditure information including specific items (title and number) purchased and names of students receiving benefits for the following items:

> Textbooks; audio-visual equipment; general instructional supplies; guidance and testing supplies, equipment and services; instructional support supplies and services.

4. Obtain a list showing names of students identified as from low income housing, a description of method by which the Title I eligibility of student was determined, current grade level and school attended.

5. Obtain a breakdown by school of the concentration of low income children in the district.

6. Enrollment by grades for each school; average class size per grade; per school; per district.

7. Inquire as to the means by which the educational need of non-Title I children were analyzed regarding participation in the Title I program.

8. Obtain an accounting of Federal, State and local revenues available to the school districts and average per pupil instructional expenditure therein:

| | 1969–70 school year | 1970–71 school year |
|---|---|---|
| (a) Dollars from Federal revenue sources | | |
| (b) Dollars from State revenue resources | | |
| (c) Dollars from local revenue sources | | |
| (d) Dollars of average per pupil instructional expenditure[1]; | | |
| (1) In the district, as a whole | | |
| (2) In school or schools in which the proposed program would be operated | | |

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[1] Average per pupil instructional expenditure in the school district or in school or schools thereof means the aggregate of current pupil service expenditures (as defined below, but otherwise without regard to the sources of funds from which such expenditures are made) divided by the aggregate number of children in average daily membership for the month of March 1970 in the case of the 1969–70 school year and for the 1st 2 weeks of the 1970–71 school year in the case of the 1970–71 school year to whom free public education is provided. "Current pupil service expenditures" means expenditures for instruction, attendance and health services, but not including expenditures for pupil transportation services, operation and maintenance of plans, fixed charges, community outlay and debt service expenditures to cover deficits for food services and student body activities, or any expenditures made from funds granted under titles I, II, and III of Elementary and Secondary Education Act of 1965. terms as set forth in the classification and definition accounts in the 200 series (instruction and 300–400 series (attendance and health services) OE Handbook—22017 on "Financial Accounting for Local and State School Systems."

9. Obtain a list (with amount received from each source) of State revenue sources from which the school district (1) received funds during the 1969–70 school year and, (2) has received or expects to receive funds for the 1970–71 school year.

| Specific source | 1969–70 school year (state amount) | 1970–71 school year (state amount) |
|---|---|---|
| | | |

10. Ascertain the average daily membership of the school district and the school or schools in which the proposed program would be operated for (1) March 1970 and (2) for the first two weeks of the 1970–71 school year.

| Average daily membership schools | Nonminority | Minority | Total |
|---|---|---|---|
| | | | |

11. Inquire, and describe any program identical or similar to any program contained in the current Title I project application which has been operated by the district (in any school therein) during the preceding three years, including a description. How such programs were funded? Whether they are currently operating.

| Program | Program description | School or schools in which operated | Source of financial support (general program and instructional cost) | Amount of expenditures for program and instructional costs | Dates of operation; current status |
|---|---|---|---|---|---|
| | | | | | |

## SPECIFIC QUESTIONS REGARDING EACH TITLE I PROJECT ACTIVITY

1. How were students selected for participation in the activity?
2. Was the activity open to all students in the target schools?
3. What are the names of the pupils receiving specific services?
4. What services did participating students receive that non-participants did not?
5. What were the total number of hours of instruction offered in X subject matter to students who participated in the Title I program?—To students who did not participate?
6. What is the relationship between needs of children and Title I program design/services.
7. What are names and hours spent of instructional and non-instruction personnel performing services directly related to activity.
8. What materials are used for Title I activity? What materials are used for non-participating children in the same activity area.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE,
OFFICE OF EDUCATION,
*Washington, D.C., February 26, 1970.*

RE: ESEA Title I Program Guide No. 57.

### MEMORANDUM TO CHIEF STATE SCHOOL OFFICERS

The Office of Education continues to receive a number of questions about the comparability requirements outlined in ESEA Title I Program Guides 44, 45, and 45A, especially the opening paragraph of Section 7.1 in Program Guide 44:

> The Title I program and the regular school program have been planned and budgeted to assure that Federal funds will supplement and not supplant State or local funds and that State and local funds will be used to provide services in the project areas that are comparable to the services provided in non-project areas.

In his letter of July 31, 1969, Associate Commissioner Lessinger made clear what is expected of the States with respect to assuring comparability of services provided from State and local funds in Title I schools and in non-Title I schools.

Despite these statements, reports of lack of comparability continue to come to our attention. It is necessary, therefore, to clarify further the requirements for assurance of comparability. This communication revises previous program guides, and will serve as the basis for evaluating all Title I applications for the 1970–71 school year.

## WHAT COMPARABILITY MEANS

Title I funds must not be used to supplant State and local funds which are already being expended in the project areas or which would be expended in those areas if the services in those areas were comparable to those for non-project areas. Within a district instructional and auxiliary services and current pupil instructional expenditures provided with State and local funds [1] for children in project areas must be comparable to those services and expenditures provided for children in non-project areas. These services and expenditures must be provided to all attendance areas and to all children without discrimination. Services that are already available or that will be made available to children in the nonproject areas must be provided on at least an equal basis in the project areas with State and local funds rather than with Title I funds.

## ASSURANCES OF COMPARABILITY

The State educational agency shall require each local educational agency either (a) affirmatively to demonstrate to the State educational agency in the project application that a comparability of services and expenditures provided with State and local funds currently exists in the school district between project and non project areas, or (b) to submit a plan to achieve such comparability by the opening of school in the Fall of 1970. This responsibility includes the preparation and submission by the local educational agency (with the project application or before the project is approved) of factual information that fully supports assurances of current or forthcoming comparability in the application or in the plan.

## CRITERIA FOR DEMONSTRATING COMPARABILITY

The State educational agency shall prescribe criteria by which local educational agencies are to demonstrate their adherence to the requirements of comparability, and shall submit these criteria to the Commissioner for approval by April 1, 1970. Where the data submitted by the local educational agency suggests a lack of comparability the State educational agency must require the local educational agency to submit a plan to overcome inequities in the basic programs provided in Title I schools and determine whether the plan submitted by an applicant is adequate to achieve comparability.

As noted above, the State educational agency is to decide upon whatever criteria it deems necessary to insure adherence to the requirements of comparability. However, the criteria so prescribed by the State educational agency shall, as a minimum, include Criterion A below, *and* either Criterion B *or* Criterion C below:

*Criterion A (Includes two indicators)*

As part of its criterion, the State educational agency shall require the submission by the local educational agency of information concerning both groups of comparability indicators outlined below.

1. Comparability of distribution of staff:

| | Each school included in project application | Average nonproject area schools |
|---|---|---|
| (a) Pupil/teacher ratio | | |
| (b) Pupil/nonteaching professional staff ratio | | |
| (c) Pupil/instructional non-professional staff ratio | | |

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[1] For the purpose of this policy statement, funds provided under P.L. 874 will be considered the same as State and local funds in determining local expenditure.

In computing pupil/teacher, pupil/non-teaching professional staff and pupil/instructional non-professional staff ratios, the full-time equivalent of part-time personnel or personnel whose time is divided among at least two of the three ratio areas shall be entered in each respective area. In computing pupil/teacher, pupil/non-teaching professional staff and pupil/instructional non-professional staff ratios, if a person is paid in part with Federal funds and in part with State and local funds, only the full-time equivalent of the proportion of his time paid for with State and local funds shall be entered in each respective area.

For the purposes of this criterion, a "teacher" is a professional person employed to instruct pupils or students in a situation where the teacher and the pupils or students are in the presence of each other. Teachers who are assigned administrative and other non-teaching duties are not to be counted in computing the pupil/teacher ratio. Principals, librarians, guidance counselors, psychologists, social workers, etc., are to be considered as non-teaching professionals.

2. Comparability of specific service prior to addition of title I funds:

For services to be provided through a Title I project grant, the local educational agency shall certify that the specific Title I funded service does not simply match services already being provided in non-project schools. In so doing the local educational agency shall describe the services (of the type applied for) already provided by State and local funds in project and non-project schools. For example, if a local educational agency requests Title I funds to finance a food service program in a project area school, it shall provide comparative data on the provision of food services to that school and to non-project area schools before the addition of Title I funds to the project area school.

*and*

*Criterion B (Includes one indicator):*

The average per pupil instructional expenditure in each project area school is equal to or greater than the average per pupil instructional expenditure in non-project area schools.

"Average per pupil instructional expenditure" is defined as the aggregate of "current pupil instructional expenditures" (in turn defined as expenditures from State and local funds for salaries of principals, teachers, consultants or supervisors, other instructional staff, secretarial and clerical assistants; other salaries for instruction; expenditures for textbooks, materials and teaching supplies, school libraries, and audio-visual equipment, all as set forth in the 200 Series of Expenditure Accounts in *Financial Accounting for Local and State School Systems*—OE 22017) divided by the aggregate number of children in average daily membership in each school.

*or*

*Criterion C (Includes one indicator):*

COMPARABILITY OF TOTAL INSTRUCTIONAL PERSONNEL EXPENDITURE PER PUPIL

| | Each school included in project application | Average nonproject area schools |
|---|---|---|
| Total instructional personnel expenditure per pupil | | |

The local educational agency shall provide data comparing the total instructional personnel expenditure per pupil in project area and non-project area schools. This figure should include the salary expenditures for teachers and non-teaching professionals; and should include non-professional staff serving in an instructional capacity. The salaries of part-time employees shall be included on the basis of their full-time equivalent and the State and local portion of salaries paid to persons who are paid in part with Federal funds and in part with State and local funds shall be included on the basis of their full-time equivalent.

*Points of Clarification and Definition for Criterion A, Criterion B and Criterion C*

1. "Project Area Schools" is defined as those schools within the school district participating in a Title I project. "Non-Project Area Schools" is defined as those schools within the district not eligible for Title I assistance.

2. Data submitted by the local educational agency to the State educational agency shall be based on information derived from the most recent school year for which complete data is available.

3. The State educational agency shall request the local educational agency to specify the standard accounting procedures employed.

4. Data shall reflect expenditures and services during the academic year (excluding summer session) and should be presented on the basis of schools servicing similar grade levels. Schools with 12-month Title I programs should be able to demonstrate equivalence to comparability for the regular school year.

5. The State educational agency may wish to consider in its criteria the differences between small and large schools within a district. In particular, the information requested under Criterion B or Criterion C may vary significantly from schools of 200 to schools of 500 to schools of 1000 students; if this is the case in a district, the State's criteria might reflect these differences.

6. To be eligible for Title I funding of summer sessions, the local educational agency must demonstrate that its project area schools were comparable to those in non-project areas during the previous school year.

7. The cost of determining comparability may be allowed as part of Title I administrative costs.

8. For the purposes of examination, the State agency shall require local educational agencies to submit comparability information on separate sheets attached to the main body of the application.

Mr. POTTINGER. Thank you.

The approach utilized in gathering and analyzing this data confirmed the results noted by the Civil Rights Commission in Report No. II as to the educational outcomes for Mexican American students. The Office for Civil Rights, following the same approach as the Commission, placed primary emphasis on data-measuring reading skills.

In 1964—the beginning of the performance period—the achievement levels (as measured against national norms) of the Mexican American children in Beeville were significantly lower than those of their Anglo peers. However, measuring the performance of all children in the district from the fall of 1964 through the spring of 1970, the analysis demonstrated that there had been a dramatic decline in the educational performance of the Mexican American students as compared to their own prior performance (an average of 29 percentile points). In addition, the study showed that over the same period, the educational performance of Anglo children improved substantially when compared to their own prior performance (an average of 19 percentile points). Thus, not only was the performance of the Mexican American children declining toward early dropout—a damaging trend in itself—but the trend was the opposite of that experienced by Anglo children.

The results of this analysis in Beeville have become a pattern for similar in-depth reviews of 11 other Texas districts by our Office. It should be noted, Mr. Chairman, that the Beeville school district is currently implementing a comprehensive educational program designed to remedy the compliance problems we have identified.

A program of proving that minority children are sometimes placed in classes for the mentally retarded on the basis of tests that are unfair because of language or cultural bias was developed by means of a review of permanent record folders of students assigned to classes for the educably mentally retarded (EMR). The tests utilized and the scores attained (particularly on the verbal IQ subtest) revealed a heavy bias in favor of the evaluation of English language skills of the children. The other major assignment criteria—teacher evaluation and achievement test results—were heavily oriented to educational performance in the language skill area (for example reading and ability to communicate ideas in English). Evidence of discrimination in the assignment of children to EMR classes has also been developed with primary attention devoted to: (1) the discriminatory overinclusion of minority group students in such classes, (2) the discriminatory underinclusion of Anglo students, and (3) the use of a different standard of effort and thoroughness in the evaluation of minority students who are tested by the district.

In the development of an enforcement approach related to the memorandum's provisions concerning ability grouping, the Office recognized the need for distinguishing between educationally beneficial strategies for meeting the special needs of minority children in an ethnically isolated setting, and lock tracking and other permanently isolating procedures of little or no educational value to the children. Accordingly, the Office currently requires that a school district be able to show a comprehensive, educationally coherent rationale for any racially or ethnically isolated ability grouping or tracking scheme. The rationale must include a clear statement of success criteria (related to upward movement), a detailed analysis of the nature and extent of resources for the separation, and an outline of both the instructional methodology to be employed in each grouping and the evaluation program to be utilized by the district, I should say on a prompt and regular basis, to evaluate the success of the methodologies.

The Office is currently reviewing the responsibility of school districts to notify and involve national origin minority parents in school affairs and activities. Proof of noncompliance with this section of the memorandum has been developed by (1) reviewing the written records of the school district with regard to notification of parents (PTA meetings, truancy notices, school activity notices, etc.); (2) interviewing community and school district personnel to ascertain the effectiveness of communication at school meetings and other official school activities; and (3) surveying the home language of parents of students through home language data collection.

To date, the Office for Civil Rights has negotiated comprehensive educational plans with 12 Texas school districts found to be in noncompliance with the memorandum. Currently 28 districts in California, Arizona, Texas, Colorado, Michigan, Indiana, Kansas, New Jersey, New York, Massachusetts, New Mexico, South Carolina, and Wisconsin are under review for possible violations of the provisions of the memorandum. Of these districts now under review, seven involve significant numbers of Puerto Rican children, four involve significant numbers of native American children, two involve significant numbers of Asian children, and eight involve significant numbers of black children.

We intend to incorporate the investigative, analytical and remedial techniques successfully field tested in the Southwest in all elementary and secondary educational compliance activities. The principles set forth in the memorandum are, of course, applicable to educational practices which discriminate in like fashion against Puerto Rican, native American, Asian and black children.

We are currently holding a series of training programs for all of our regional education staff. Three major training efforts focusing on discrimination against Puerto Rican, native American, Asian, and black students will be held this fall.

In view of the rapid development of techniques for proving noncompliance, the Office for Civil Rights, with the aid of the Office of

Education, established an Intra-Departmental Advisory Committee to develop strategies for the rendering of program assistance to school districts found to be in noncompliance with the memorandum under title VI.

A group of 75 outstanding Mexican American, Puerto Rican, and native American educators, psychologists, and community leaders met in San Diego on April 28–30, 1971, to begin the identification of bilingual/bicultural program models for the Office of Education.

In the development of comprehensive educational models, it became apparent that at least the following component areas would be addressed by a plan likely to achieve success in equalizing educational opportunity:

(a) Curriculum design and content.
(b) Instructional methodology.
(c) Staff development.
(d) Parent and community involvement.
(e) Student assignment and classroom organization.
(f) Special education.
(g) Assessment and evaluation of the plan.

The committee had been operating for more than 4 months when on August 13, 1971, Judge William Wayne, Justice of U.S. District Court for the Eastern District of Texas entered an order pursuant to *United States* v. *Texas* requesting the Department of Health, Education and Welfare to develop and submit to the court by August 19, 1971, a comprehensive educational plan containing sufficient educational safeguards to insure that all students in the newly consolidated San Felipe Del Rio School District would be offered equal educational opportunities. The court specifically ordered that:

> Safeguards shall include, but shall not necessarily be limited to, bilingual and bicultural programs, faculty recruitment and training, and curriculum design and content.

An educational program team fielded by the Intra-Departmental Advisory Committee on Bicultural Education, and including Texas-based educational experts, visited the consolidated district from August 14–17, 1971.

On August 22, 1971, a comprehensive educational plan, prepared by the Intra-Departmental Advisory Committee, was submitted to the court by the Department of Justice. The plan was supported by San Felipe School District representatives.

The plan outlined the educational needs and disparities existing in the school district and then set forth a comprehensive educational framework for creating a high quality, culturally and linquistically fair educational environment.

On September 2, 1971, an order of the court incorporating the entire plan submitted by the department was issued. I should add, San Felipe was prior to this time a separate school district from the Del Rio School District. An appeal from the order was taken by Del Rio school officials to the Fifth Circuit Court of Appeals. However, HEW and Justice Department officials were able to successfully negotiate a final plan with the appellants.

Again, Mr. Chairman, with your permission, I should like to offer for the record an outline of the specific components of the bilingual/bicultural model developed by the committee.

Mr. Edwards. Without objection, it will be inserted in the record at this point.

(The document referred to follows):

### MODEL(S) DEVELOPED BY INTRA-DEPARTMENTAL ADVISORY COMMITTEE

Specific Components of the model(s) as currently developed include:

#### (1) EARLY CHILDHOOD EDUCATION PROGRAM

The program focuses on the development of basic cognitive skills as well as the development of bilingual capabilities in 3, 4, and 5 year old children. The program should:

(a) provide instruction in the language system of the child as one or more additional language systems are developed;

(b) provide for teaching methodology reflective of the child's learning style, including his: (1) preferred mode of communication, (2) preferred mode of relating, and (3) motivational style;

(c) provide for the systematic development of basic cognitive skills including (1) problem solving, (2) auditory discrimination, (3) sensory-motor, (4) language development, and (5) perceptual;

(d) provide for a process-oriented curriculum;

(e) provide for the development of autonomy and choice-making skills;

(f) provide for the reinforcement of the child's cultural heritage and ethnic identity;

(g) provide for small group and individualized instruction;

(h) provide for the utilization of community personnel reflective of the subject population in terms of ethnicity, economic status, and area of residence in paraprofessional roles;

(i) provide for meeting the non-instructional needs of the children including health, nutritional, and family services assistance.

(j) provide for comprehensive parental involvement at both the planning, implementation, and evaluation level of the program as well as at the instructional level as parent volunteers fully engaged in the learning-teaching process.

#### (2) BILINGUAL CURRICULUM AND INSTRUCTIONAL METHODOLOGY

The component involves a program of instruction in each of the district's elementary schools, at all grade levels, that would reflect a bilingual/bicultural approach to small group instructional methodology.

Such an approach would require the use of both English and Spanish as languages of instruction for all children, with the concurrent development of the primary and secondary language skills of all children, so that reading and writing are introduced in the child's primary language at the same time initial language development is begun in the second language. The ultimate goal of such an approach is to create a learning situation in which each child should be able to use both languages interchangeably as modes of learning and communicating.

The success of the above described program of instruction depends upon the reflection of the cultural pluralism of the student population in the curricular materials, teaching styles and learning environment of the classroom. The learning and incentive-motivational styles of all students should be carefully and regularly evaluated, and teaching strategies developed, modified and expanded accordingly. Diagnostic testing and teacher observation should be utilized to identify individual learning profiles.

#### (3) STUDENT ASSIGNMENT AND CLASSROOM ORGANIZATION

Elements of this component include provisions that:

(a) Migrant students should be assigned to regular heterogenous classrooms. Provision for classroom spaces (to be reserved for migrant students) should be made at the beginning of the academic year, in order that migrant students be assured of placement in regular classrooms.

Special educational needs of migrant students may necessitate the instructional grouping of such students for a portion of the regular school day. Such grouping, however, need not and should not exceed one hour of the regular school day.

(b) Classroom and other instructional environments should be heterogeneous in terms of race, ethnicity and socio-cultural background so as to assure that the process by which each child can draw from a pool of experience, ideas, and values, in order to contribute in interaction with other children not stifled by a homogensity of educational environment in which cultural superiority or inferiority, rather than cultural diversity, is perceived. Classrooms should be reorganized so as to execute small instructional groupings to meet the individual educational needs of the students.

### (4) STAFF DEVELOPMENT

Elements of this component include:

(a) Initiation of a Special Career Development Program. This program will provide and support the identification, multiple-level entry and placement of Mexican-American and other minority group members into all levels of the school system (i.e. administrative, supervisory, pupil personnel services, guidance and counseling, teaching, and other supportive staff).

To insure effective implementation of this component, the Multi-Ethnic Advisory Committee shall designate a three-person subcommittee from its membership to monitor this aspect of the plan.

(b) Initiation of a system-wide staff training program developed through joint staff and community effort which would include at least the following components:

(1) Cultural awareness training that would include School Board members, key community leaders, administrative staff, teaching personnel, counseling and guidance personnel, and parents;
(2) Bicultural curriculum development;
(3) Pupil diagnosis, prescriptive teaching, and behavior modification strategies;
(4) Bilingual, oral language assessment, and ESL training;
(5) Team teaching and differentiated staffing;
(6) Tests and measurements techniques for measuring bicultural student performance.

(c) Immediate initiation of systematic and intensive efforts to recruit minority group staff at the professional, para-professional, and non-professional level.

Mr. POTTINGER. Thank you, Mr. Chairman.

I have recently urged all school districts with significant national origin minority group enrollments to reexamine their programs in light of the May 25 memorandum and to duplicate the model bilingual/bicultural plans implemented in certain school systems. I have also appointed a task group on implementation of the May 25 memorandum to define for us new areas requiring OCR's attention. A list of the task group members is offered for the record.

Mr. EDWARDS. Without objection, it will be inserted in the record at this point.

(The document referred to follows:)

### TASK GROUP ON IMPLEMENTATION OF MAY 25 MEMORANDUM

Mr. Martin H. Gerry, Chairman, Assistant Director (Special Programs), Office for Civil Rights, Department of Health, Education, and Welfare.

Mr. Frank Negron, Director of Puerto Rican Studies, City University of New York, New York City.

Dr. Jose Cardenas, Superintendent of Schools, Edgewood Independent School District, San Antonio, Texas.

Dr. Uvaldo Palomares, Director, Human Development Training Institute, President, Institute for Personal Effectiveness for Children, San Diego, California.

Dr. Armando Rodriguez, Assistant Commissioner for Regional Office Coordination, Office of Education, Department of Health, Education, and Welfare.

Dr. John Aragon, Director/Consultant, The Technical Center of the University of New Mexico.

Mr. Philip Montez, Regional Director, Western Field Office, U.S. Commission on Civil Rights.

Dr. Manuel Ramiriz, Professor of Education, Director, Bicultural/Bilingual Project, University of California, Riverside.

Father Henry J. Casso, Education Director, Mexican-American Legal Defense and Education Fund, San Francisco, California.

Dr. Henry M. Ramiriz, Chairman, Cabinet Committee on Opportunity for the Spanish Speaking.

Dr. Edward De Avila, Director, Multilingual Assessment Project, Stockton, California.

Mr. Manuel Carrillo, Director, Office for Spanish Surnamed Americans, Office of Special Concerns, Office of the Assistant Secretary for Planning and Evaluation, Department of Health, Education, and Welfare.

Dr. Alfredo Castaneda, Chairman, Mexican-American Studies, Professor of Education, University of California, Riverside.

Dr. David Uslan, Director, Educational Systems Division, Computer Sciences Corporation, Falls Church, Virginia.

Dr. Simon Gonzales, Assistant to the Chancellor, University of California Los Angeles.

Dr. Jane Mercer, Associate Professor of Sociology, University of California, Los Angeles.

Dr. Albar Pena, Chief, Bilingual Education Program Branch, Bureau of Elementary and Secondary Education, Office of Education, Department of Health, Education, and Welfare.

Mr. Rudolph Munis, Education Program Specialist, Office of Education, Department of Health, Education, and Welfare.

Mr. Gilbert Herrera, Chief, Texas Branch, Rural Fields Operations Division, Office of Economic Opportunity, Dallas.

Mr. Gilbert Chavez, Director, Office for Spanish-Speaking American Affairs, Office of Education, Department of Health, Education, and Welfare.

Dr. Rene Cardenas, Bay Area Bilingual Education League, Berkeley Unified School District, Berkeley, California.

Mr. Donald K. Morales, Office of Regional Director, Region IX, San Francisco, California.

Mr. POTTINGER. Mr. Chairman, the President underscored the commitment of this administration to equal educational opportunity by incorporating in his proposed Equal Educational Opportunities Act of 1972, as a specifically defined action in denial of such opportunity:

> * * * the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.

This commitment will continue to be translated by the Office for Civil Rights into concrete enforcement action under the provisions of title VI.

I am confident that this compliance activity can provide the impetus for widespread change in improving the quality and delivery of educational services for all children.

Mr. Chairman, with your permission, I would also like to provide for the record excerpts from an earlier letter to Senator Mondale from the Secretary of Health, Education and Welfare, Elliot Richardson.

Mr. EDWARDS. Without objection, it will be included in the record.

(The document referred to follows:)

## APPENDIX D

MAY 25, 1970.

## MEMORANDUM

To: School Districts With More Than Five Percent National Origin-Minority Group Children.
From: J. Stanley Pottinger, Director, Office for Civil Rights.
Subject: Identification of Discrimination and Denial of Services on the Basis of National Origin.

Title VI of the Civil Rights Act of 1964, and the Departmental Regulation (45 CFR Part 80) promulgated thereunder, require that there be no discrimination on the basis of race, color or national origin in the operation of any federally assisted programs.

Title VI compliance reviews conducted in school districts with large Spanish surnamed student populations by the Office for Civil Rights have revealed a number of common practices which have the effect of denying equality of educational opportunity to Spanish surnamed pupils. Similar practices which have the effect of discrimination on the basis of national origin exist in other locations with respect to disadvantaged pupils from other national origin-minority groups, for example, Chinese or Portuguese.

The purpose of this memorandum is to clarify HEW policy on issues concerning the responsibility of school districts to provide equal educational opportunity to national origin-minority group children deficient in English language skills. The following are some of the major areas of concern that relate to compliance with Title VI:

(1) Where inability to speak and understand the English language excludes national origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.

(2) School districts must not assign national origin-minority group students to classes for the mentally retarded on the basis of criteria which essentially measure or evaluate English language skills; nor may school districts deny national origin-minority group children access to college preparatory courses on a basis directly related to the failure of the school system to inculcate English language skills.

(3) Any ability grouping or tracking system employed by the school system to deal with the special language skill needs of national origin-minority group children must be designed to meet such language skill needs as soon as possible and must not operate as an educational dead-end or permanent track.

(4) School districts have the responsibility to adequately notify national origin-minority group parents of school activities which are called to the attention of other parents. Such notice in order to be adequate may have to be provided in a language other than English.

School districts should examine current practices which exist in their districts in order to assess compliance with the matters set forth in this memorandum. A school district which determines that compliance problems currently exist in that district should immediately communicate in writing with the Office for Civil Rights and indicate what steps are being taken to remedy the situation. Where compliance questions arise as to the sufficiency of programs designed to meet the language skill needs of national origin-minority group children already operating in a particular area, full information regarding such programs should be provided. In the area of special language assistance, the scope of the program and the process for identifying need and the extent to which the need is fulfilled should be set forth. School districts which receive this memorandum will be contacted shortly regarding the availability of technical assistance and will be provided with any additional information that may be needed to assist districts in achieving compliance with the law and equal educational opportunity for all children. Effective as of this date the aforementioned areas of concern will be regarded by regional Office for Civil Rights personnel as a part of their compliance responsibilities.

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### Excerpt From Letter With Enclosures From Elliot L. Richardson, Secretary, Department of Health, Education, and Welfare to Senator Walter F. Mondale

The effects of ethnic isolation, rural and urban, on the educational development of Mexican, Puerto Rican and American Indian children are both severe and long term. Ethnic isolation often creates a homogeneity of educational environment in which a perception of cultural diversity, without an assumption of cultural superiority, cannot occur. Moreover, this homogeneity effectively precludes the interaction of children from different socio-economic and ethnic home environments. Every major report or research project dealing with the educational problems and needs of "disadvantaged" children has concluded that educational development (learning) is greatly hindered by a homogenous learning environment. Children learn more from each other than from any other resource of the educational environment. To create and perpetuate homogeneity is to greatly reduce the pool of experience, ideas and values from which children can draw and contribute in interaction with other children. In a heterogenous educational environment cultural diversity can be presented in an exciting interaction/

awareness/growth process which is education in its truest sense. This diversity can be presented and perceived as enriching the total human environment rather than as threatening to a particular cultural insularity.

Another important problem related to ethnic isolation relates to the effect of such isolation on educational motivation and psychological development of the isolated child. While the segregated Anglo child is equally deprived of a heterogeneity of educational environment which could lead to increased educational development, he is rarely confronted with a school environment which directly rejects his language and, less directly, but just as devastatingly, rejects the culture of his home environment: lifestyle, clothes, food, family relationships, physical appearance, etc. The Mexican-American, Puerto Rican and American Indian child is constantly isolated by an educationally sanctioned picture of American society which produces a consciousness of separation and then exclusion and then inferiority. Realizing his exclusion from the dominant Anglo society (as presented by the mass media, advertising, textbooks, etc.), the child perceives a rejection by the society of his home which he personalizes as a rejection of his parents; and finally, a rejection of himself. This shattering process of self concept destruction often leads to withdrawal from or hostility toward the educational system. Attitude or posturing toward the learning environment is the single most important factor in the process of educational development.

Finally, the maintenance of ethnic isolation creates for the Spanish-speaking or Indian language-speaking child the additional disavdantage of depriving him of the most important resource for English language skill development—regular interaction and communication with English-speaking children.

In summary, some of the most important needs of Mexican-American, Puerto Rican and American Indian children related to ethnic isolation are:

(1) The need for ethnic or cultural diversity in the educational environment: Heterogeneity

(2) The need for total institutional reposturing (including culturally sensitizing teachers, instructional materials and educational approaches) in order to incorporate, affirmatively recognize the value the cultural environment of ethnic minority children so that the development of positive self-concept can be accelerated: Bi-cultural approaches: with, as an important corollary:

(3) The need for language programs that introduce and develop English language skills without demeaning or otherwise deprecating the language of a child's home environment and thus without presenting English as a more valued language: bi-lingual component.

To meet the needs of ethnically isolated children described in numbers 2 & 3 above, participation of Anglo children in the Bi-Cultural/Bi-Lingual programs is essential.

Mr. **Edwards**. Would you like Mr. Hays to present his statement at this time?

Mr. **Pottinger**. Yes.

## TESTIMONY OF DICK W. HAYS, ASSISTANT COMMISSIONER FOR SPECIAL CONCERNS, U.S. OFFICE OF EDUCATION

Mr. **Hays**. I am Dick Hays, Assistant Commissioner for Special Concerns for the Office of Education, and with me is Mr. Gilbert Chavez, Director of the Office for Spanish Speaking American Affairs. We appreciate the opportunity to be here today to share with you our perceptions of the educational problems facing Spanish-speaking Americans and to discuss with you some of the efforts the Office of Education is making to help them overcome these critical problems.

That the educational attainment of America's Spanish-speaking people has been severely hampered by linguistic, culturally related, and economic factors has been amply documented with statistics. Dropout rates, average level of educational attainment, scores obtained on standardized achievement and other tests of student performance all indicate that a greater effort is needed by the educational system to provide Spanish-speaking pupils with real equality of educational opportunity. For example, while the median number of school years completed by Anglos is 12.2 years, the median number of school years completed by their counterparts of Spanish-speaking origin is 9.3 years. In the Southwest, 86 percent of the Anglo students graduate from high school, while only 60 percent of the Spanish-speaking students complete their high school education.

I need not belabor these statistics. The three published Civil Rights Commission reports on Mexican American education dramatically illustrate the problems faced by the Spanish speaking. The problems are great and the task of solving them is an urgent one. The responsible levels of government must work together to find solutions. This means a partnership between the local school districts and the State agencies to eliminate discrimination against national origin minority students. The Federal Government, through agencies such as OCR and OE, must find better ways for its programs to assist in this effort. I would like to turn to a brief discussion of the resources the Office of Education is directing toward ending the educational problems of the Spanish speaking.

Federal and State officials are working with local education agencies in several cooperative program efforts to improve the educational experience afforded Spanish-speaking pupils. In order to enable these children to succeed in the school environment, comprehensive efforts must address their special educational needs. Under title I of the Elementary and Secondary Education Act, which I might add is the largest single program in the Office of Education, compensatory education projects are designed and implemented by the local education agencies serving economically and educationally disadvantaged children. In fiscal year 1972 some $60 million was provided for title I, ESEA programs and projects directed toward an estimated 312,000 Spanish-speaking children throughout the United States. While our data concerning education programs for children of migratory agricultural workers is incomplete, we do know that Spanish-speaking children constitute a very significant portion of the target population being served by the $64.8 million in funds that went to this title I activity in fiscal year 1971.

Language difficulties are one of the most serious educational handicaps experienced by Spanish-speaking children. To help them, as well as all non-English-speaking children, develop their full potential for learning, a program based on the concept of bilingualism was established in OE. The amount budgeted for bilingual education grants under title VII, ESEA, has increased from $25 million in fiscal 1971 and $35 million in fiscal 1972, to $41 million requested in fiscal 1973. More than 80 percent of the $35 million in fiscal year 1972 funds went for the support of projects for the Spanish speaking.

In kindergarten and the early primary grades, additional support is provided many Spanish-speaking youngsters to help them "follow through" on their potential for intellectual and physical growth. The Follow Through program allocated an estimated $7.5 million in fiscal year 1971 to meet the needs of young Spanish-speaking children. Besides academic help, the Follow Through participants received important health and nutrition services.

Early in the process of aiding the disadvantaged student, it became widely recognized that reading ability was central to almost all achievement in school. The right to read program was established to coordinate OE's attack on illiteracy. Right to read, with emphasis on the best possible means of providing reading assistance to educationally and economically disadvantaged students, reaches people across the Nation, many of whom are Spanish speaking.

The bilingual, Follow Through, right to read, and similar programs were not conceived and designed to bring massive Federal operational assistance to bear on the respective target problems. Instead, the techniques and solutions demonstrated by these programs must be adopted and multiplied on the State and local levels.

USOE's efforts to combat the educational problems faced by Spanish-speaking students are not restricted to the elementary and secondary school levels. In fiscal year 1971, the Spanish speaking accounted for approximately 23 percent of the people reached by projects funded by the States under the adult education program. A total of more than $10 million was involved in these projects. An additional $1.3 million was allocated for activities related to the Spanish speaking under the special projects and teacher training sections of the adult education program.

In the area of higher education, one of the most significant of OE's activities on behalf of the Spanish speaking occurs in the area of student financial aid. About 105,000 (2 percent) of the Nation's college students are Spanish surnamed; over 90,000 of them are estimated to be benefiting from Federal student assistance. Approximately $28 million was allocated to these students through national defense student loans, educational opportunity grants, and college-work study programs. In addition, approximately $31 million was generated to assist Spanish-speaking students by the guaranteed student loan program.

The Civil Rights Commission has documented that the holding power of the educational system at all levels is poorer for minority than for majority students. The recruitment, preparation and retention of minority students in higher education is the specific task of three OE programs. Some $3.3 million was allocated to serve the Spanish-speaking in fiscal year 1971 through OE's "TRIO" programs—Talent Search, Special Services, and Upward Bound. These programs have the specific legislative mandate to assist economically and educationally disadvantaged students to aspire to, enter, and/or complete post-secondary education. An estimated total of 20,264 Spanish-speaking students participated in these programs in fiscal year 1971.

In responding to problems on the other end of the educational spectrum, OE is funding a national television series for Spanish-speaking preschool children to improve their self-image and to develop basic academic skills and problem-solving activities. I might add that the recently passed education amendments of 1972, include a provision that will set aside 4 percent of the emergency school assistance funds for bilingual education programs.

In addition to reviewing with you these encouraging program efforts, Mr. Chairman, I would also like to mention the activities of the Office of Spanish-Speaking American Affairs, under the directorship of Mr. Gilbert Chavez.

USOE's Office of Special Concerns consists of six units, one of which is the Office of Spanish-Speaking American Affairs. This unit was established in July 1967 to enable the Office of Education to develop, coordinate, and implement policies and programs relative to the needs of Spanish-speaking Americans. Members of this unit work to assure that the interest of the Spanish-speaking are represented in policy-making councils; they function as advocates for them in the review of program and project proposals; they serve as OE's door to communication with the Spanish-speaking community. This unit strives to inform the Spanish-speaking of opportunities available to them through OE programs and provides them with the technical assistance needed to apply for and manage project grants. In summary, OSSAA is well aware of the problem outlined by the Civil Rights Commission and operates on behalf of the Spanish-speaking to make OE programs and policies more conducive to their solution.

Mr. Chairman, I have tried to give you a brief orientation to OE's concerns and activities relating to the education of the Spanish-speaking. I hope this presentation will be of value to your committee in its deliberations. We will be glad to address any questions you might have have at this time.

Mr. EDWARDS. Thank you, Mr. Pottinger and Mr. Hays for your statements, and I am pleased that you share the sense of urgency that this subcommittee feels with regard to the lack of educational advantages for the Spanish-speaking in our country.

It is not a situation that is showing any statistical improvement insofar as evidence presented to this subcommittee.

For example, you don't see any great improvement, either, Mr. Pottinger or Mr. Hays?

Mr. POTTINGER. On a national basis, no, I do not. In the areas where we have had our resources make an impact, we have seen improvement, but unfortunately, they are not nationwide.

Mr. EDWARDS. Let's talk about resources for a moment. One of the most promising programs is bilingual education, according to the report and testimony of the Civil Rights Commission. I believe that is generally accepted, and title VII of the Elementary and Secondary Amendments of 1967, did create the bilingual education program.

In 1971, only $10 million was requested by the President for bilingual education although $80 million was authorized by the Congress and $25 million was appropriated.

In 1972, the fiscal year just ending, $25 million was requested by the President, $100 million authorized by Congress, and $35 million appropriated.

And, now, this afternoon, I believe we have an appropriation bill before the House of Representatives, with $41 million to be appropriated for bilingual education, with Congressman Herman Badillo of New York offering an amendment to increase the amount. These title VII programs, bilingual education, reach only 1.9 percent of the Chicano students in the five states studied by the Civil Rights Commission. What is wrong with our programs? What is wrong with the funding, what is wrong with the commitment of the administration to asking for some decent amounts of money?

Mr. HAYS. Well, Mr. Chairman, I think this year we have asked for an additional and substantial amount more than we have in the past. I think the other consideration to keep in mind is that this was not intended to be a massive operational program. It was to be a demonstration effort working in conjunction with our other programs for the disadvantaged such as title I. Hopefully, through the new legislation coming to us, as such an interaction develops between the bilingual program and the larger grant programs, I believe we will be better able to address the many needs, and touch more than 1.9 percent of the Spanish-speaking in the Southwest.

Mr. Pottinger. Could I add another point, to answer another part of your question about the nature of the commitment of the administration.

It seems to me that one of the most important things we could establish would be that a special funding program does need to be increased and substantially, and I believe that is reflected both in the secretary's appeals and also with regard to the Emergency School Aid Act, with the specific set asides. But in addition to that, no special bilingual programs will ever do the job. What we have to do is to make each school district, with a substantial number of national origin minority students, understand that it is their duty to extend non-Federal funds on an equal basis. So long as school districts are of the opinion that they can use all of their other funds for their Anglo students and only serve national origin minority students by special Federal funding, we are never going to get to the root of the problem. What we have undertaken to do, in addition to seeking funds for school districts that have difficulties in this area, is not only to identify for them new programs where they might seek new funds, but to help them reorient their existing programs. The amount of waste and the lack of priorities are monumental.

In some cases, school districts refuse to do this because of their own willful disregard for the programs. In other cases we find school districts that have never had a model in front of them to understand what to do.

I think Beeville is a good example. When we had a program made up by people both inside and outside of the Government, go into Beeville and lay out to them how to use their funds, we found substantial progress could be made without the necessity of a hassle with the Government or Congress.

Mr. Edwards. Do you have any evidence, Mr. Pottinger, that these State and local education agencies are now proceeding with appropriate planning and programs for bilingual education?

Mr. Pottinger. We have what I consider to be very clear and convincing evidence that they are certainly not doing that, both because of an insensitivity to the urgency of the problem and also, with that, a lack of technical knowledge in dealing with what is admittedly a very complex educational problem.

Mr. Edwards. But you intend to proceed with your urging to them to provide this type of educational program?

Mr. Pottinger. Frankly, we think that under title VI of the Civil Rights Act, for them to fail to use all of the resources available on an equal basis is, in itself, discrimination under the Constitution and under title VI. Again, as a practical matter, if we don't take that route, we are not going to have an impact. As a legal and philosophical matter, it is important that the district recognize that it has an equal obligation to all of its children.

We do intend to pursue this and we hope the kind of models we are now developing will not have to be duplicated with the same kind of effort in each district, but might serve, we hope, to induce the other districts to see what needs to be done and allow us to make progress more promptly with the resources we have.

Mr. **Edwards**. Mr. Pottinger, back in May of 1970, according to your testimony, the Office of Education did issue a memorandum to all of the school districts with more than 5 percent national origin minority group students to tell them what their responsibilities are in providing equal opportunity education to these particular students. Now, more than 2 years since the issuance of this memorandum, HEW has completed compliance reviews in only 16 districts—is that what you said—and 27 more are under review. When you consider that there are 2,900 school districts in the southwest alone, it seems to me that the surface has barely been scratched.

(The memorandum referred to is at p. 39.)

Mr. **Pottinger**. Yes. I think this is an excellent point to raise, and a very important one for us to both acknowledge where the deficiencies exist, what we are doing about them, and why they exist.

Incidentally, Mr. Chairman, the May 25 memorandum was issued by my office, the office for civil rights, not the office of education, so to the extent there is blame—or credit—on that, it goes to our office and not Commissioner Marland.

On the credit side, we appreciate the support we got from the office of education. The numbers are, to update the figures you have, as follows:

To: Bill Van den Toorn.
From: Catherine Welsh.

March 17, 1972.

The following pages provide a list of the elementary and secondary school districts in each Region which have been reviewed under the May 25, 1970 Memorandum and which:

(1) presently are under review
(2) scheduled to be reviewed
(3) notified by letter of non-compliance and have negotiated plan
(4) notified by letter of non-compliance and have *not* yet negotiated plans
(5) notified of non-compliance and will not negotiate or submit plans

*Summary sheet, March 17, 1972*

| | |
|---|---|
| Number of districts presently under review | 24 |
| Number of districts scheduled to be reviewed during the 1971–72 school year | 9 |
| Number of districts notified of noncompliance and have negotiated plans | 12 |
| Number of districts notified of noncompliance and have not yet negotiated plans | 1 |
| Number of districts notified of noncompliance and will not negotiate or submit plans | 3 |

### REGION I: BOSTON

*Districts presently under review*

Boston Public Schools.

### REGION II: NEW YORK

*Districts presently under review*

Hoboken, New Jersey.
Perth Amboy, New Jersey.
Buffalo, New York.

*Districts scheduled to be reviewed*

Passaic, New Jersey (no date set).

### REGION III: PHILADELPHIA

*Districts presently under review*

None.

*Districts scheduled to be reviewed*

OCR 101 forms are being reviewed in order to select districts to review.

### REGION IV: ATLANTA

*Districts presently under review*

Aiken, South Carolina (Blacks/special education).

*Districts scheduled to be reviewed*

None.

### REGION V: CHICAGO

*Districts presently under review*

East Chicago, Indiana.
Saginaw, Michigan.
Shawano, Wisconsin (Native Americans).
Ulysses, Kansas.
Goodland, Kansas.
Garden City, Kansas.
Holcomb, Kansas.

*Districts scheduled to be reviewed*

Sites are being selected.

### REGION VI: DALLAS

*Districts presently under review*

Victoria ISD., Texas.
El Paso ISD, Texas.
Santa Maria ISD, Texas.
South San Antonio ISD, Texas.
Hobbs, New Mexico.

*Districts which received letters of noncompliance and have negotiated plans*

Ozona ISD, Texas.
Bishop ISD, Texas.
Lockhart ISD, Texas.
Beeville ISD, Texas.
San Marcos ISD, Texas.
Weslaco ISD, Texas.
Los Fresnos ISD, Texas.
Sierra Blanca ISD, Texas.
Rotan ISD, Texas.
Pawnee ISD, Texas.
Fort Stockton ISD, Texas.
Carney Rural ISD, Texas.

*Districts which received letters of noncompliance and have not negotiated plans yet*

La Feria ISD, Texas.

*Districts which received letters of noncompliance and will not negotiate or submit plans*

Uvalde ISD, Texas.
Karnes City ISD, Texas.
Taft ISD, Texas.

*Districts scheduled to be reviewed (before end of present school year)*

Raymondville ISD, Texas.
Eagle Pass ISD, Texas.
San Benito ISD, Texas.
Socorro ISD, Texas.

### REGION VIII: DENVER

*Districts presently under review*

None.

*Districts scheduled to be reviewed*

Fort Lupton, Colorado.

### REGION IX: SAN FRANCISCO

*Districts presently under review*

Tempe, Arizona.
Tucson, Arizona.

Winslow, Arizona.
Pomona, California.
Delano, California.
Bakersfield, California.
Fresno, California.

*Districts scheduled to be reviewed*

San Bernadino, California (May).
Sweetwater Union, California (no date).

REGION X: SEATTLE

*Districts presently under review*

None.

*Districts scheduled to be reviewed*

Alaska State School System (preliminary in April-May).

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Mr. POTTINGER. The number of districts presently under review is 28. Still scheduled to be reviewed are 10. The number of districts notified of noncompliance, which have negotiated plans, is 12. The number notified of noncompliance where plans have not yet come in is one. The number of districts notified of noncompliance, and which will not negotiate or submit plans—in other words, who have said we can go fly a kite in effect—is three.

Now, let me talk about these figures in light of the 2,900 school districts you mentioned in one part of the country. And we should add that the problem is even greater than that in your State, as the record indicates. In the State of California we have not yet made the kind of headway that we have in Texas. What are the reasons for that?

First, it seems to me that there has been a systematic neglect on the part of all agencies of the Government, and even in the private sector, until very recently. Just 24 months ago, in the Office for Civil Rights, almost all of our resources in the education area were devoted, of necessity, to the dismantling of the dual system, largely in the South. I believe that was a priority mandated by the law and the Nation's conscience. It did have a regrettable side effect however, and that was a lack of attention to the national origin portion of the population and their protection under title VI.

Second, you find that same pattern existing throughout the Government, including the Civil Rights Commission itself, and in the early days, including the Congress, so we in the Government have come upon an awareness today which must be galling to those who, for many years, suffered from this kind of discrimination.

Third, in view of the limited number of people and resources we had, and the need to continue efforts to deal with our priority of ending dual systems, what we did was to carve out a substantial part of our staff and address ourselves specifically to the issue of national origin discrimination.

Fourth, you mentioned that the memorandum was issued 2 years ago. That is correct. You mentioned, also, we have not had a substantial or profound nationwide impact—that is also correct. But I don't know that there is any more that could have been done than that which we are doing with vigor in our office. I mean, it has been necessary, before having an outside review capacity in these 2,900 districts or so, to develop the technical expertise necessary to do the job right.

A rough analogy that comes to my mind would be the development of a cure for cancer. It could be done in one place at one time, and once it is done successfully, can be reproduced massively.

We are learning from what we are doing, and in addition, we are teaching other people how to make an impact. I suspect and I hope this is not unduly optimistic—that we will find a kind of geometric progression in this program as we go from a small number of districts, and we and they develop the expertise to help the other districts, to make the kind of national impact we want to see.

Other than that, I cannot give you a more fair or complete explanation as to why the issuance of the memorandum has not, itself, cured the problem. I can say this in defense of its issuance, however. We are always caught on the horns of a dilemma. If we do make policy statements, almost invariably we find the issuance of a statement or policy position—or even a law such as the Civil Rights Act of 1964—does not have the immediate impact it is designed to have. In other words, we are not unique in this problem. We issued it, but we stand behind it, we are proud to have issued it, we do not believe the——

Mr. EDWARDS. How many people do you have working on this particular problem of compliance, Mr. Pottinger?

Mr. POTTINGER. I don't have the figures at hand.

Mrs. STUCK. We have assigned five in Dallas and I think it would go like that, five out of a staff of 12, and it would probably go like that across the country.

Mr. POTTINGER. I think, in the Dallas region, five out of 12 professional compliance officers in the education field are assigned to this problem and that this is a fair representation, if you use population parity as a rough indicator.

The same would be true in the western and New York regions. To be complete, I think I should supplement the record on this point, but I think that gives an indication.

(The information referred to follows:)

### OCR PROFESSIONALS ASSIGNED TO TITLE VI NATIONAL ORIGIN GROUP PROBLEMS IN EDUCATION

There are currently 18 professional staff members who devote all or part of their time to Title VI compliance work in this area.

Mr. EDWARDS. I am sure you would like a lot more staff?

Mr. POTTINGER. Very definitely.

Mr. EDWARDS. And you have problems, do you, in getting an increased budget?

Mr. POTTINGER. The staggering problem is, within any reasonable bounds, if we asked for the kind of numbers we needed to have an onsite impact, within a 12-month fiscal year, the problems become less those—

In the first place, they become those of priorities in the budget scheme. Beyond that, we have found, to have the impact we need immediately, we probably could literally not train a thousand compliance officers in any year.

Mr. EDWARDS. Would you have to have compliance officers? Most of the information is from questionnaires; is it not?

Mr. POTTINGER. That is a primary tool, too. What we have done is use questionnaires. They must be a little more accurate than those used by the Civil Rights Commission. That is not to depreciate their efforts, but to point out that we are a law enforcement agency, not an oversight or reporting agency. By that I mean that, whether we like the difficulties or not, we have to live within the Constitution, and that sets certain due process evidentiary standards that require us to have, when we make our case, a level of evidence that will support our case. What that means is, we must ask for and get, through questionnaires, through interviews, and onsite discussions with the school officials, a level of evidence and a specific case that may be generalized in the form of a conclusion by the Civil Rights Commission, but probably and accurately so, in terms of making a legal case, is not quite enough, unless you have concrete and specific information.

With regard to the question of our receiving additional staff, the Office for Civil Rights, in the last 3 years, has grown by greater percentages than ever in its history. We have more people, a greater budget. This is, across the board, not specifically designed only for this program. On a comparative basis, we have less to complain about than other agencies. But we still don't have enough people to do the job on an absolute basis.

Mr. **Edwards**. Well, the Spanish-speaking communities in five States in the Southwest are daily getting more restive, feeling they are being denied constitutionally guaranteed rights of education, and they can statistically prove it, the Civil Rights Commission can prove it. I can prove it in San Jose, Calif., where you can look in the phone book and see there are 1,600 lawyers and only two or three are Chicano, so they are underrepresented in the legal field, and underrepresented in the medical field, and all through all of the testimony we have had, and all through the statistics that are available to this committee, we find a consistent pattern of underrepresentation in the professions. In education, for example, of 4,600 school boards studied by the Civil Rights Commission in the southwestern States, only 10 percent had significant Chicano representation; 70 percent of the pupils in this large area were Mexican Americans.

Now, this underrepresentation of Chicanos in the educational process occurs throughout all of these school districts. In all of the school districts studied by the U.S. Civil Rights Commission, only 4 percent of the teachers were Mexican American, and yet these schools were predominantly Chicano. How do you reply to that?

Mr. **Pottinger**. The process of representation through an elective democratic process or by appointment is not within the ambit of title VI or my office, but the obviousness of what you have pointed out rather vividly has not escaped our attention. We have given some thought to the problem despite the fact we don't have jurisdiction over it, and the conclusions we reached, in addition to those reached by the Office of General Counsel, were that unless there were a change of legislation or the Constitution in those particular areas where school districts elect their representatives to school boards, there is no way to assure a population parity of Chicanos on school boards, without altering the elective process. In those few States, perhaps you are aware of this, where school board members are appointed, not elected, in those cases, it might be possible to come to a conclusion that there is a denial of equal protection of the law under the 14th amendment if representation on school boards does not reflect in any way the composition of the population that is served by the boards. This is a matter that may be tested in the courts, would have to be, unless, of course, the Congress were to legislate on the issue, or make suggestions and recommendations. All I can say is, we are completely in sympathy and agreement with the point you raised. The situation ought to be changed and I would be pleased, as the director, to do anything I can, consistent with my constitutional obligations, to help effect that change.

Mr. **Edwards**. I gather, from what you say, you believe brown children as well as black children, have constitutional rights to equal education under the 14th amendment; is that correct?

Mr. **Pottinger**. I think that is beyond the pale of any question—absolutely.

Mr. **Edwards**. The approach of the Justice Department in the *Corpus Christi* case appears to reflect some doubt about that proposition.

Mr. **Hays**. Excuse me. I wonder if I might comment in a different vein. I would like to talk about some of the positive affirmative actions we have taken to provide technical assistance to the Spanish-speaking educational leaders in the Southwest. Perhaps Mr. Chavez, who is the director of the Office for Spanish-Speaking American Affairs, can comment on that.

Mr. **Chavez**. Thank you. In the last year, I have traveled throughout the United States. I, like yourself, have also been very concerned about the lack of representation on school boards. Only in the last year have I seen a great interest in this lack of representation on the part of the Mexican Americans.

Mr. **Edwards**. The problem of underrepresentation includes, probably your own organization—it includes all Government employment, especially Federal employment—the Spanish-speaking citizen has been cheated out of billions of dollars in wages, since World War II, as a result of not being proportionately or appropriately represented in the Federal employee range.

Mr. **Chavez**. I wanted to emphasize that in the last 2 or 3 years, there has been more of a concern on the part of Government to direct more of its resources to Spanish-speaking citizens. I think particularly in the Southwest, I have seen more school board members who are working to change the employment patterns of school districts. In the Southwest I have seen the unconcerned attitude of some school districts toward the monolingual Spanish-speaking child. The bilingual program has certainly made an impact in these areas. With regard to what the USOE is trying to do, we have funded a group of educators in order to provide technical assistance to school districts, including sessions with prospective board members. At the same time this group of educators has been working with the USOE regional offices to insure that school districts and board members are aware of educational opportunities that exist in the regional office. Although the group originated in California, it has been expanded to include more Southwestern and Northwestern States.

In the last couple of years, more Mexican Americans and Puerto Ricans have gone to college than ever before, basically because of the availability of funds under the EOG program. The education amendments just passed will certainly provide additional assistance. These young people will come out of college and will have some effect on employment patterns in the United States. I hope that the amendments will also have a significant impact on those elementary and secondary schools which relate to Spanish-speaking people.

Mr. **Zeifman**. Mr. Pottinger, with reference to the chairman's question concerning the 14th amendment, do you see any basis for a difference in the treatment of Mexican Americans under the 14th amendment and the treatment of blacks who have a history of involuntary servitude?

Mr. **Pottinger**. I do not.

Mr. **Zeifman**. Has your office issued any policy statements with respect to that consideration?

Mr. **Pottinger**. The May 25 memorandum does deal with that issue. It makes clear, as the Supreme Court has made clear, both in the area of black-white relations and other civil rights cases, that our jurisdiction is limited to cases where we can show some official involvement in discrimination. That is probably the largest single constraint our program has, but we have addressed it in that memorandum to make clear that any official action which results in discrimination is a violation of the 14th amendment and title VI.

Mr. **Zeifman**. What do you mean by official action in that context?

Mr. **Pottinger**. Well, it means that where there is any affirmative, knowledgeable, willful action by school officials which results in a disparity that could be corrected under programs that the school district itself operates. Obviously, there will always be disparities in the learning levels of all children, but the effects should not be racially identifiable. If you have white children along certain achievement ranges, the same percentages ought to be found among minority children.

Mr. **Zeifman**. Are you familiar with the *Corpus Christi* case?

Mr. **Pottinger**. To some extent. I am not totally familiar with it. I was at the time it was in current litigation last fall; yes.

Mr. **Zeifman**. In the *Corpus Christi* case, the defendant school board argued that the scope of the 14th amendment was not as broad with respect to Mexican Americans as it was with respect to blacks. The Justice Department has subsequently filed a brief with the appellant court, essentially supporting the position of the school board on a number of issues in that case. Without going into the question of the *Corpus Christi* case, which is before the courts, does your office see any need, in view of the fact that the official policy of the Justice Department in the *Corpus Christi* case could be construed in some quarters to sanction the notion that there is a distinction under the 14th amendment between blacks and Chicanos, under the circumstances, do you see any need to clarify the position of the Department of HEW in that regard?

Mr. **Pottinger**. I haven't seen it to the extent that we have had that problem in our office. I certainly think that if it exists, that is, the misimpression on the extent of coverage of the 14th amendment, it very definitely ought to be corrected.

My understanding last fall of the Justice Department's position was not quite as you phrased it. It was not that the Justice Department said the 14th amendment equal protection did not apply in the same scope to all minorities, but it was a fact question of whether the State's involvement in discriminatory laws had existed historically. That is consistent with the *Swann* decision and also with the notion that the 14th amendment does apply equally, because you do have a difference of history with regard to State law segregating black citizens as against no State law segregating brown students. However, in regard to the scope of the 14th amendment, I would very much think it is our obligation, in our department and elsewhere, to make clear that no such racial or ethnic distinction does exist, because) clearly, neither the concept of tle 14th amendment or the case law under it would support such a distinction.

Mr. Zeifman. Have you compiled any ethnic data with respect to the employees of HEW? How many are Spanish speaking?

Mr. Pottinger. No, our office has not done that. We are solely an enforcement agency. I think there is an office responsible for that. Perhaps Mr. Chavez can speak to that.

Mr. Chavez. I think some information is available on that. Within the OE, there are basically, right now, 35 professionals. That is professional, from GS-9 to GS-15. There are 17 in the regional offices, which makes a total of about 52—52 professionals. There are eight secretaries, making a total of 60 within the OE. Within the department, there is a total of 1,200, which would include the 60 I have just named.

Mr. Zeifman. How is the determination made? Who makes the determination that a particular employee falls within your count of 1,200?

Mr. Chavez. These are statistics kept by the department.

Mr. Zeifman. Who, in the department, makes the distinction that they fall in your statistical group?

Mr. Cross. We would be glad to supply that for the record. We would have to consult the employment people.

Mr. Zeifman. What are the standards in making such a determination?

Mr. Cross. We will be glad to supply that.

(The information referred to follows:)

**[Memorandum from the Department of Health, Education, and Welfare]**

June 26, 1972.

To: Judy Pitney, Special Ass't to the Deputy Ass't Secretary for Legislation (Education).
From: Stuart H. Clarke, Deputy Assistant Secretary for Personnel and Training.
Subject: Material Needed for Submission to Civil Rights Oversight Subcommittee.

Reference your June 19, 1972 memo on this subject, the following is submitted as requested:

(a) item 2: HEW classifies employees as Spanish-speaking based on the "supervisors identification" procedure; i.e., supervisors by looking at, and talking with employees, determine the appropriate minority category, if any, that the employee is to be assigned to.

(b) item 3: The number of Spanish-speaking employees in HEW as of May 30, 1972 is 1818. All Spanish-speaking employees carry the same designation thus we make no effort to differentiate between Mexican-Americans, Cubans and Puerto Ricans.

Stuart H. Clarke.

Mr. Zeifman. Suppose a person is Chicano, a Mexican American, married to an Anglo American by the name of Smith, but is Spanish speaking?

Mr. Chavez. We have a Kimbo in our department.

Mr. Zeifman. Suppose the person's name is Cardoza, would you count that as Spanish speaking?

Mr. Cross. I think we will have to just find out what the standards are.

Mr. **Edwards**. If you will yield a moment, Commissioner Reese testified last week, out of approximately 3,000 staff positions in the Department of Health, Education, and Welfare, only 50 are held by Spanish speaking people—further, that only one of the Spanish speaking personnel has direct funding authority for a program allocated on the basis other than a set formula and there is only one Chicano in a GS-16. Does that sound accurate to you?

Mr. **Pottinger**. Do you know what standards Commissioner Ruiz used? In other words, the same question counsel has asked?

Mr. **Edwards**. I don't know.

Mr. **Pottinger**. Perhaps, it would be helpful if we did not only give the basis for our count, but——

Mr. **Zeifman**. What is the standard for conducting your compliance?

Mr. **Pottinger**. There are two standards. In cases where students are of an age where they are able to distinguish national origin, the students choose. We don't believe it is the Federal Government's business to go in and look at people by name or by skin color or by other information, and make that determination unless there is no other means that can be used. In other words, the problems you have raised are solved when the person filling out the form, if you will, chooses for himself or herself, what ethnic origin he or she believes is appropriate.

In cases where students are not of an age at which they are asked to do that or could rightly be asked, we use a teacher count and the teacher determines for us, on a national school survey, her belief as to what the ethnic makeup of the class is. We believe, aside from the fact these are the only two methods we know of, we believe there is a high degree of accuracy.

Mr. **Zeifman**. In conducting the ethnic count of the students, supervisors are requested to make a head count, so to speak. I also recall that when Mr. Ramirez testified before the subcommittee, he recommended a procedure similar to what you were using in your compliance reviews, Mr Pottinger. Don't you find something basically inconsistent with the notion that the procedure you are using in your compliance reviews is not the procedure which you are using internally in compiling your own ethnic data within the department?

Mr. **Pottinger**. I am not sure it is because I don't know, frankly, what the department's methods are. I think we will have to furnish you with that information. If, on the other hand, the inconsistency should arise, that is, if there are basically different standards, I think we ought to look at it.

Mr. **Zeifman**. With the 1,200 persons included in your count, can you provide us with any data, including the internal ethnic breakdown within that group, what percentage are Puerto Rican, what percentage are Cubans, what percentage are Latin Americans, etc?

Mr. **Cross**. We will be glad to do so.

Mr. **Zeifman**. Do you have any of that information available at this time?

Mr. **Chavez**. We do for the office of education but not for the department.

Mr. **Zeifman**. In terms of the bilingual programs, can you provide us with any data concerning the extent to which the Federal funds going into bilingual education are being used for the training and education of Mexican Americans as distinct from Puerto Ricans, Cubans, and other types of groups?

Mr. **Chavez**. Yes, we can.

Mr. **Hays**. We will be happy to provide, for the record, the location of these and the participants being served.

Mr. **Edwards**. Without objection, we will include the data in the record as part of your testimony.

(The data referred to follows:)

### FISCAL YEAR 1972 BUDGET ANALYSIS FOR ESEA TITLE VII

| | *Amount* |
|---|---|
| Estimated obligation | $35, 000, 000 |
| Estimated obligation for Spanish-surnamed Americans (86 percent) | 30, 100, 000 |
| Total amount funded by title VII in fiscal year 1972 to date for all bilingual projects | 33, 749, 939 |
| Total amount funded by title VII in fiscal year 1972 to date for all dominantly Spanish-speaking projects (83 percent) | 28, 057, 030 |
| Total amount funded by title VII in fiscal year 1972 to date for the Spanish speaking (81.4 percent) [1] | 27, 328, 826 |
| Total amount funded by title VII in fiscal year 1972 to date for: | |
| A. Mexican-Americans (56 percent) [1] | 18, 923, 158 |
| B. Puerto Ricans (23 percent) [1] | 7, 610, 174 |
| C. Cubans (2 percent) [1] | 662, 914 |
| D. Other Spanish-speaking (0.4 percent) [1] | 132, 580 |

[1] This percentage may be substantially higher since this dollar estimate does not reflect those Spanish speakers which may be found in other title VII projects.

Note: The dollar figure is prorated on the basis of the number of Spanish-speaking students in predominantly Spanish-speaking title VII projects.

### MEXICAN-AMERICAN PROJECTS—PROJECTS CURRENTLY BEING FUNDED UNDER ESEA TITLE VII WHICH SERVE THE SPANISH-SPEAKING

| Local school district | Location | Ethnic group served | Fiscal year 1972 amount |
|---|---|---|---|
| Arizona: | | | |
| Nogales Elementary School District I | Nogales | Mexican-American | $53, 939 |
| Wilson Elementary School District 7 | Phoenix | do | 36, 473 |
| Phoenix Union High School | do | do | 40, 610 |
| Somerton School District | Somerton | do | 42, 405 |
| Tucson Elementary School District I | Tucson | do | 76, 929 |
| Douglas Public School | Douglas | do | 80, 000 |
| California: | | | |
| Bakersfield City School District | Bakersfield | do | 90, 000 |
| Placer County Office of Education | Auburn | do | 173, 800 |
| Do | do | do | 80, 600 |
| Barstow Unified School District | Barstow | do | 47, 106 |
| Berkeley Unified School District | Berkeley | do | 541, 248 |
| Brentwood Union School District | Brentwood | do | 61, 750 |
| Los Nietos Elementary School District (2) | Los Nietos | do | 99, 950 |
| Marysville Joint Unified School District | Marysville | do | 79, 928 |
| Jefferson Elementary School District | Daly City | do | 46, 248 |
| Hayward Unified School District | Hayward | do.[1] | 100, 000 |
| Oxnard Union High School District | Oxnard | do | 100, 000 |
| Montebello Unified School District | Montebello | do | 220, 000 |
| Orange Unified School District | Orange | do | 84, 790 |
| El Rancho Unified School District | Pico Rivera | do | 230, 000 |
| Pomona Unified School District | Pomona | do | 119, 000 |
| Redwood City School District | Redwood | do | 56, 070 |
| Office of the Riverside County Superintendent of Schools. | Riverside | do | 552, 749 |
| Rowland Unified School District | Rowland Heights | do | 120, 940 |
| Sacramento City Unified School District | Sacramento | do | 220, 108 |
| St. Helena Unified School District | St. Helena | do | 39, 423 |
| Salinas City School District | Salinas | do | 120, 000 |
| Coachella Valley Joint Union High School District. | Coachella | do | 69, 650 |

**See footnotes at end of table.**

## MEXICAN-AMERICAN PROJECTS—PROJECTS CURRENTLY BEING FUNDED UNDER ESEA TITLE VII WHICH SERVE THE SPANISH-SPEAKING

| Local school district | Location | Ethnic group served | Fiscal year 1972 amount |
|---|---|---|---|
| Calexico Unified School District | Calexico | do | 188, 298 |
| Sweetwater Union High School District | Chula Vista | do | 305, 785 |
| Compton Unified School District | Compton | do | 102, 401 |
| Cucamonga School District | Cucamonga | do | 96, 700 |
| El Monte Elementary School | El Monte | do | 48, 960 |
| Mountain View School District | do | do | 162, 204 |
| Escondido Union School District | Escondido | do | 88, 900 |
| Fountain Valley School District | Fountain Valley | do | 72, 540 |
| Fresno County Department of Education | Fresno | do | 189, 810 |
| Fresno City Unified School District | do | do | 222, 470 |
| Gilroy Unified School District | Gilroy | do | 59, 570 |
| Gonzales Union High School District | Gonzales | do | 67, 038 |
| Healdsburg Union Elementary School District | Healdsburg | do | 46, 105 |
| King City Joint Union High School District | King City | do | 38, 500 |
| Hacienda La Puente Unified School District | La Puente | do | 216, 000 |
| Los Angeles City Unified School District | Los Angeles | do | 525, 000 |
| San Bernadino City Unified School District | San Bernadino | do | 120, 000 |
| San Bernadino County Superintendent of Schools Office. | do | do | 520, 200 |
| San Diego Unified School District | do | Special service project,[2] Mexican-American, Cuban, Portuguese, multiethnic Spanish-speaking. | 591, 000 |
| San Francisco Unified School District | San Francisco | Mexican-American | 191, 781 |
| San Ysidro School District | San Ysidro | do | 120, 000 |
| Sanger Unified School District | Sanger | do | 120, 690 |
| Santa Clara County Office of Education | Santa Clara | do | 108, 400 |
| Alum Rock Union Elementary School District | San Jose | do | 155, 181 |
| Santa Ana Unified School District | Santa Ana | do | 328, 990 |
| Santa Barbara County School District | Santa Barbara | do | 186, 927 |
| Santa Paula School District | Santa Paula | do | 87, 658 |
| Stockton Unified School District | Stockton | Special service project,[3] multiethnic Spanish, Mexican-American, Cuban, Puerto Rican. | 342, 502 |
| Ukiah Unified School District | Ukiah | Mexican-American,[4] Pomo | 98, 449 |
| New Haven Unified School District | Union City | Mexican-American | 215, 000 |
| Tulare County Department of Education | Visalia | do | 29, 916 |
| Pajaro Valley Unified School District | Watsonville | do | 120, 000 |
| Colorado: | | | |
| Colorado Springs Public Schools | Colorado Springs | do | 40, 000 |
| San Luis Valley Board of Cooperative | Alamosa | do | 203, 000 |
| Southwest Board of Cooperative Services | Cortez | Mexican-American,[5] Ute, Navajo- | 136, 000 |
| Denver Public Schools | Denver | Mexican-American | 49, 423 |
| Arkansas Valley Board of Co-op Educational Services. | La Junta | do | 177, 115 |
| Weld County Reorganized School District 8 | Fort Lupton | do | 90, 000 |
| WELD Board of Cooperative Services | LaSalle | do | 180, 584 |
| Florida: Dade County Public Schools | Miami | Special service projects,[6] multiethnic Spanish, Mexican-American, Puerto Rican. | 796, 000 |
| Idaho: Canyon Board School District | Caldwell | Mexican-American | 100, 000 |
| Illinois: | | | |
| Chicago City Board of Education (Kosciuszko) District 7 and 8. | Chicago | Multiethnic Spanish,[7] Mexican-American, Puerto Rican, Cuban. | 100, 000 |
| Chicago Board of Education | do | do [8] | 266, 929 |
| Chicago Board of Education District 5 | do | do[9] | 125, 000 |
| Chicago Board of Education District 7 (Jackson). | do | do[10] | 100, 000 |
| Indiana: | | | |
| School City of Gary | Gary | do.[11] | 122, 193 |
| East Chicago Public Schools | East Chicago | do.[12] | 125, 000 |
| Michigan: | | | |
| Lansing School District | Lansing | do.[13] | 120, 033 |
| Detroit City School District | Detroit | do.[14] | 150, 000 |
| New Mexico: | | | |
| Clovis Municipal Schools | Clovis | Mexican-American | 80, 000 |
| Albuquerque Public Schools | Albuquerque | do | 217, 643 |
| Artesia | Artesia | do | 167, 500 |
| Espanola Municipal Schools | Espanola | do | 56, 805 |
| Grants Municipal Schools | Grants | Mexican-American,[15] Keresan | 69, 185 |
| Las Cruces School District 2 | Las Cruces | Mexican-American | 125, 700 |
| West Las Vegas schools | Las Vegas | do | 173, 158 |
| Santa Fe Public schools | Santa Fe | do | 79, 429 |
| Taos municipal schools | Taos | do | 116, 205 |
| Oregon: Woodburn School District 1030 | Woodburn | Russian, Mexican [15] | 139, 600 |

**See footnotes at end of table.**

## MEXICAN-AMERICAN PROJECTS—PROJECTS CURRENTLY BEING FUNDED UNDER ESEA TITLE VII WHICH SERVE THE SPANISH-SPEAKING

| Local school district | Location | Ethnic group served | Fiscal year 1972 amount |
|---|---|---|---|
| Texas: | | | |
| Eagle Pass ISD | Eagle Pass | Mexican American | 55, 575 |
| Abernathy ISD | Abernathy | do | 78, 102 |
| Abilene ISD | Abilene | do | 139, 580 |
| Alamo Heights ISD | San Antonio | do | 120, 351 |
| Alice ISD | Alice | do | 86, 453 |
| Region XIII Education Service Center | Austin | do | 724, 341 |
| Bishop CISD | Bishop | do | 88, 880 |
| Brownsville ISD | Brownsville | do | 185, 540 |
| Colorado City ISD | Colorado City | do | 69, 534 |
| Crystal City ISD | Crystal City | do | 175, 000 |
| Corpus Christi ISD | Corpus Christi | do | 97, 367 |
| Dallas ISD | Dallas | do | 260, 000 |
| Del Valle ISD | Del Valle | do | 93, 320 |
| Del Rio ISD | Del Rio | do | 154, 893 |
| Edinburg CISD | San Antonio | do | 122, 749 |
| Edgewood ISD | do | do | 316, 494 |
| El Paso ISD | El Paso | do | 145, 950 |
| Rio Grande City Cons. ISD | Rio Grande | do | 90, 000 |
| Robstown ISD | Robstown | do | 80, 000 |
| San Diego ISD | San Diego | do | 79, 315 |
| Fort Worth ISD | Fort Worth | do | 722, 003 |
| Galveston ISD | Galveston | do | 53, 284 |
| Harlandale ISD | San Antonio | do | 196, 000 |
| Houston ISD | Houston | do | 239, 620 |
| Kingsville ISD | Kingsville | do | 70, 736 |
| La Joya ISD | La Joya | do | 118, 800 |
| Laredo ISD | Laredo | do | 88, 450 |
| Laredo UCISD | do | do | 118, 550 |
| Lubbock ISD | Lubbock | do | 98, 279 |
| McAllen ISD | McAllen | do | 109, 419 |
| Orange Grove ISD | Orange Grove | do | 100, 512 |
| Pharr-San Juan-Alamo ISD | Pharr | do | 189, 802 |
| Port Isabel ISD | Port Isabel | do | 180, 910 |
| Edinburg | San Antonio | do | 192, 762 |
| San Angelo ISD | San Angelo | do | 136, 000 |
| San Antonio ISD | San Antonio | do | 400, 000 |
| South San Antonio | do | do | 117, 400 |
| Southside San Antonio | San Antonio (South) | do | 98, 971 |
| Weslaco ISD | Weslaco | do | 141, 937 |
| Zapata ISD | Zapata | do | 115, 000 |
| Washington: | | | |
| Intermediate School District 104 | Ephrata | do | 130, 071 |
| Intermediate School District 105 | Yakima | do | 137, 872 |
| Wisconsin: Milwaukee Public Schools | Milwaukee | Multi-ethnic Spanish,[17] Mexican-American, Puerto Rican. | 178, 713 |

### SPANISH SPEAKING ETHNIC BREAKDOWN

[1] 60 percent Mexican-American; 40 percent other.
[2] 40 percent Mexican-American; 20 percent Cuban; 20 percent Puerto Rican; 20 percent other.
[3] 40 percent Mexican-American; 20 percent Cuban; 20 percent Puerto Rican; 20 percent other.
[4] 50 percent Mexican-American; 50 percent other.
[5] 34 percent Maxican-American; 66 percent other.
[6] 75 percent Mexican-American; 25 percent Puerto Rican.
[7] 50 percent Mexican-American; 40 percent Puerto Rican; 10 percent Cuban.
[8] 50 percent Mexican-American; 40 percent Puerto Rican; 10 percent Cuban.
[9] 50 percent Mexican-American; 40 percent Puerto Rican; 10 percent Cuban.
[10] 50 percent Mexican-American; 40 percent Puerto Rican; 10 percent Cuban.
[11] 50 percent Mexican-American; 40 percent Puerto Rican; 10 percent Cuban.
[12] 50 percent Mexican-American; 40 percent Puerto Rican; 10 percent Cuban.
[13] 70 perdent Mexican-American; 30 percent Puerto Rican.
[14] 75 percent Mexican-American; 10 percent Cuban; 10 percent Puerto Rican; 5 percent other Spanish-speaking.
[15] 67 percent Mexican-American; 33 percent other.
[16] 34 percent Mexican-American; 66 percent other.
[17] 51 percent Mexican-American; 49 percent Puerto Rican.

## PUERTO RICAN PROJECTS

### PROJECTS CURRENTLY BEING FUNDED UNDER ESEA TITLE VII WHICH SERVE THE SPANISH SPEAKING

| Local school district | Location | Ethnic group served | Fiscal year 1972 amount |
|---|---|---|---|
| Connecticut: | | | |
| Board of education | Bridgeport | Puerto Rican | $97,750 |
| Hartford Board of Education | Hartford | do | 195,000 |
| New Haven Board of Education | New Haven | do | 114,000 |
| Massachusetts: | | | |
| Chelsea School Department | Chelsea | Multiethnic Spanish spealing [1] | 80,000 |
| Boston School Department | Boston | Multiethnic Spanish speaking [2] | 81,806 |
| Holyoke public schools | Holyoke | Puerto Rica. | 109,805 |
| Lawrence public schools | Lawrence | do | 100,456 |
| Springfield public schools | Springfield | do | 91,320 |
| Michigan: School district of the city of Pontiac | Pontiac | Multiethnic Spanish speaking [3] | 119,368 |
| New Jersey: | | | |
| City of Lakewood school district | Lakewood | Puerto Rican | 301,405 |
| New Brunswick Board of Education | New Brunswick. | Multiethnic Spanish speaking [4] | 90,000 |
| City of Vineland school | Vineland | Puerto Rican | 330,871 |
| New York: | | | |
| New York City Board of Education, Brandeis High. | New York City | do | 125,000 |
| Beacon City school district | Beacon | do | 80,000 |
| Buffalo Board of Education | Buffalo | do | 143,800 |
| Community School District 2 | New York | do | 157,700 |
| Community School District 3 | do | do | 293,250 |
| Community School District 4 | do | do | 111,400 |
| Community School District 5 | do | do | 100,000 |
| Community School District 8 | do | do | 250,000 |
| Community School District 9 | Bronx | do | 230,000 |
| Community School District 12 | do | do | 180,000 |
| Community School District 16 | Brooklyn | do | 125,000 |
| Community School District 17 | do | do | 161,000 |
| New York City Board of Education: | | | |
| Demo High School | New York City | Multiethnic Spanish speaking [5] | 125,000 |
| District 20 | do | Puerto Rican | 100,000 |
| Auxiliary service | do | do | 175,000 |
| District 24 | Queens | Multiethnic Spanish speaking [6] | 100,000 |
| City school district of the city of New York: | | | |
| District 1 | New York | Puerto Rican | 176,250 |
| District 2 | do | do | 164,500 |
| District 6 | do | Multiethnic Spanish speaking [7] | 143,750 |
| District 7 | do | Puerto Rican | 242,000 |
| District 10 | do | do | 111,222 |
| District 13 | do | do | 190,000 |
| District 14 | do | do | 150,000 |
| New York City Board of Education | Brooklyn | do | 367,215 |
| City school board, District of Rochester | Rochester | do | 250,000 |
| North Rockland Central School District | Stony Point | do | 178,300 |
| Ohio: Lorain City schools | Lorain | Multiethnic Spanish speaking [8] | 118,904 |
| Pennsylvania: | | | |
| School District of Philadelphia | Philadelphia | Puerto Rican | 536,600 |
| West Chester Area School District | West Chester | do | 75,078 |
| Puerto Rico: Puerto Rico Department of Education | Hato Rey | do | 88,000 |
| Rhode Island: Pawtucket School Department | Pawtucket | Puerto Rican,[9] Portuguese, and English. | 85,000 |
| Virgin Islands: Department of education | St. Thomas | Puerto Rican | 100,000 |

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SPANISH SPEAKING ETHNIC BREAKDOWN

[1] 75 percent Puerto Rican; 5 percent Cuban; 20 percent other Spanish speaking.

[2] 90 percent Puerto Rican; 10 percent other Spanish speaking.

[3] 80 percent Puerto Rican; 19 percent Mexican-American; 1 percent other.

[4] 60 percent Puerto Rican; 1 percent other Spanish speaking; 39 percent Anglo.

[5] 50 percent Puerto Rican; 10 percent Cuban; 40 percent other Spanish speaking.

[6] 26 percent Puerto Rican; 24 percent Cuban; 50 percent other Spanish speaking.

[7] 60 percent Puerto Rican; 20 percent Cuban; 20 percent other.

[8] 95 percent Puerto Rican; 5 percent Mexican-American.

[9] 50 percent Puerto Rican; 50 percent other.

Mr. Pottinger. May I also offer another document for your consideration? Secretary Richardson has spoken on more than one occasion of the need for affirmative action programs within the department to redress the kinds of ethnic and racial imbalances in employment that exist. Each department head was thereafter required to present his own program to implement it. We have done so in the office of civil rights, and I would like to submit it to you because we believe it is as far reaching as any we know of in the Federal Government. This may be obviously self-serving, but we are proud of it and would like to submit it for the record.

Mr. EDWARDS. Without objection, the document will be received as part of the record.

(The document referred to follows:)

## OFFICE FOR CIVIL RIGHTS

### AFFIRMATIVE ACTION PROGRAM

*I. General statement*

OCR is firmly committed to affirmative action for minorities and women in all aspects of hiring, promotion, and upward mobility. We have a special obligation to establish a policy and program which can serve as a model to other agencies in the Department. OCR's Affirmative Action Program will receive the highest priority and attention from the Director and all personnel. This program in no way alters Civil Service Commission rules or any other regulations with regard to Equal Employment Opportunity, grievance rights, or Affirmative Action Guidelines already in effect; its purpose is to supplement such regulations and make them more effective.

*II. Specific actions*

1. This Affirmative Action Program will be effective December 30, 1971, and will remain in effect until further notice. Elections will be held prior to this date to choose two representatives (at least one of whom will be female) for each headquarters Division and Regional Office. Two representative will also be chosen to represent the combined staffs of headquarters Assistant Directors. These representatives will serve for one year at the end of which time new elections will be held. They will act as points of contact for implementation of this program and will receive and forward complaints and suggestions to appropirate supervisors for necessary action.

2. The Director, Division Chiefs, and Regional Civil Rights Directors will meet with elected representatives at least once every three months, or more frequently if necessary. Written reports of these meetings will be distributed to all employees outlining items discussed and actions taken. Complaints will be considered at any time.

3. All qualified OCR employees will be given priority consideration for any vacancy *before* outside recruitment is undertaken. OCR employees, upon their request, will be informed of the reason(s) for their non-selection to any vacancy for which they have applied. Age or physical disability will not be considered in recruitment or promotion actions.

4. All staff members supervising three or more employees will be required to attend appropriate supervisory training within the next year if they have not done so within the past three years. The Assistant Director (Management) is responsible for insuring that this is accomplished.

5. All employees have a right to know where vacancies are located, what the specific requirements for positions are, and, most importantly, to be given fair consideration for any available job. Vacancy announcements will be posted in prominent places throughout the Office (including the regions) with sufficient time (at least two weeks) for those interested to apply. In the future, employees can be assured that all vacancy announcements are legitimate (i.e., that a position is not being advertised solely to conform to merit promotion requriments; but that all applicants will receive fair consideration). In no instance will pre-selection for vacancies be permitted; selection for vacancies will occur only after all applications are reviewed. These provisions are basic to effective Affirmative Action and will be strictly adhered to by all personnel.

6. For purposes of fair evaluation, all supervisors will discuss work performance with individual employees at least two months in advance of the actual written evaluation date. Of course, this does not preclude the desirability of discussing performance on a regular and continuing basis. This will provide a fair chance for improvement in the event of possible shortcomings and can avoid misunderstandings with regard to performance ratings. All employees will be evaluated

annually and furnished a copy of their evaluation. Anyone not receiving an evaluation within the past year will be evaluated within the next two months. Anyone not receiving a copy of his last evaluation will be furnished with such a copy immediately. Supervisors will be evaluated on their performance in the equal employment opportunity area as well as other standard criteria.

7. OCR, in conjunction with the Office of the Secretary Personnel Office and individuals concerned, will establish and publish guidelines for secretarial grade levels. These guidelines, while necessarily flexible to accommodate different situations, will be based on the level and number of supervisors, workload and functional responsibilities of the organization and the supervisor, required qualifications of employees filling the position, and the actual duties of the job. The Assistant Director (Management) is responsible for coordination of the final product.

8. To insure uniformity and fairness for all employees in the determination of grade levels, the Classification Branch of OS Personnel will be auditing all position descriptions. Supervisors will be required to review and update duties and responsibilities of jobs in conjunction with individual employees. Any changes recommended will be discussed with those concerned before changes are made.

9. An Upward Mobility Coordinator will be recruited within the next three months and assigned full time to implement this Affirmative Action Program and the OCR Upward Mobility Program. The Coordinator will be responsible for the design and implementation of procedures for selection and training for upward mobility as well as for liaison between OCR personnel and the elected Affirmative Action representatives.

10. Division Directors, Regional Civil Rights Directors, and Assistant Directors will submit a statistical breakdown of their staff by grade level, race, and sex to the Assistant Director (Management) every six months. This report will also include anticipated recruitment and promotion plans by grade level, race, and sex for the next six months together with the rationale for arriving at these goals. The overall minimum office goal is for at least 50 percent of those recruited or promoted over the next year to be minorities or females. Progress reports on reaching this goal will be distributed to all employees. Initial goals for recruitment and upgrading of females and specific minority groups for each Regional Office and headquarters Division will be distributed by the Director after review of these required submissions.

11. To insure that our Affirmative Action goals are met, all promotions, transfers, or hirings at the GS–13 level and above will be reviewed by the Assistant Director (Management) and approved by the Director before any final commitments are made. Justifications accompanying requests for these actions will include an account of efforts to recruit minorities and females, background information on minorities and females considered, and a listing of all OCR employees in the Division or Region qualified for the position in question.

12. Greater use of the Civil Rights Assistant Series (GS–7, 8, 9, 10, and 11) is necessary to abolish as nearly as possible the existence of dead-end jobs. The Upward Mobility Coordinator will reassess the duties of personnel in lower grade jobs. This is necessary to permit the use of potential undeveloped or under-utilized skills, as well as provide the opportunity for progressing to higher grade levels. The development of para-professionals competent to assume the more routine duties of specialist positions now in existence is a high priority item of this program.

13. All employees will be informed of the Merit Promotion and Equal Opportunity Programs of the Department and the procedures contained in these programs for resolution of complaints. They will also be advised of the counseling services available through the Personnel and EEO Offices in the Office of the Secretary designed to provide advice and assistance by experts in these areas. The Upward Mobility Coordinator is responsible for insuring distribution of these materials.

14. This OCR Affirmative Action Program is subject to modification and improvement by the Director. Changes may also be made by suggestions of a majority of the elected representatives subject to approval by the Director. Additional comments and suggestions by all OCR employees are welcome. All employees will be kept informed of progress and modifications as they occur.

Approved:

J. STANLEY POTTINGER,
*Director, Office for Civil Rights.*

Date: *December 7, 1971.*

OCR AFFIRMATIVE ACTION PROGRAM

| Action areas | Responsible official | Target date |
|---|---|---|
| 1. Election of Affirmative Action representatives (sec. II; par. 1 of plan). | Regional Civil Rights Director, OCR division directors, OCR assistant directors. | Dec. 30, 1971. |
| 2. Meetings with elected Affirmative Action representatives and distribution of report on items discussed and actions taken (II; 2). | Director, division directors; regional directors. | Dec. 30, 1971, and quarterly thereafter. |
| 3. Supervisory training for those supervising 3 or more employes (II; 4). | Assistant director (management) | By Dec. 15, 1972. |
| 4. Discussion of work performance with individual employees (II; 6). | All OCR supervisors | At least 2 months in advance of evaluation date. |
| 5. Establishment of guidelines for secretarial grade levels (II; 7). | OS personnel, Assistant director (management). | By Dec. 15, 1972. |
| 6. Audit of existing position descriptions (II; 8) | OS personnel, classification branch OCR supervisors. | Do. |
| 7. Recruitment of Upward Mobility coordinator (II; 9) | Assistant director (management) | By Mar. 15, 1972 |
| 8. Coordination of Upward Mobility and Affirmative Action efforts (II; 9). | Upward Mobility coordinator | Continuing. |
| 9. Statistical report of staff by grade level, race, and sex (II; 10). | Regional directors, division directors, assistant directors. | Jan. 1, 1972, and semiannually thereafter. |
| 10. Recruitment and promotion goals and timetables by grade level, race, and sex (II; 10). | Regional directors, division directors, assistant directors. | Do. |
| 11. Review and approval of all promotion, transfer, and hiring action GS-13 and above (II; 11). | Review by assistant director (management); approval by director. | Continuing. |
| 12. Reassessment of clerical jobs to develop Civil Rights assistant positions (II; 12). | Upward Mobility coordinator | Do. |
| 13. Dissemination of EEO, Merit Promotion, and related material to all staff (II; 13). | do | Jan. 1, 1972, and continuing. |

OFFICE FOR CIVIL RIGHTS

|  | Sex |  | Racial ethnic group |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|
|  | Male | Female | Black | White | Spanish-surnamed | American Indian | Oriental | Total |
| Grade: |  |  |  |  |  |  |  |  |
| 18 | 1 |  |  | 1 |  |  |  | 1 |
| 17 |  |  |  |  |  |  |  |  |
| 16 | 2 | 1 | 1 | 2 |  |  |  | 3 |
| 15 | 26 | 3 | 10 | 17 | 2 |  |  | 29 |
| 14 | 47 | 6 | 21 | 29 | 3 |  |  | 53 |
| 13 | 71 | 8 | 31 | 43 | 5 |  |  | 79 |
| 12 | 38 | 10 | 20 | 21 | 7 |  |  | 48 |
| 11 | 15 | 11 | 9 | 13 | 3 |  | 1 | 26 |
| 10 | 1 | 2 |  | 2 | 1 |  |  | 3 |
| 9 | 12 | 25 | 12 | 18 | 5 | 2 |  | 37 |
| 8 |  | 3 |  | 3 |  |  |  | 3 |
| 7 | 2 | 28 | 17 | 12 |  |  | 1 | 30 |
| 6 |  | 30 | 19 | 9 | 2 |  |  | 30 |
| 5 |  | 37 | 21 | 12 | 3 | 1 |  | 37 |
| 4 | 4 | 44 | 19 | 19 | 6 | 3 | 1 | 48 |
| 3 | 2 | 12 | 8 | 2 | 2 | 2 |  | 14 |
| 2 |  | 3 | 2 | 1 |  |  |  | 3 |
| 1 | 2 | 1 | 3 |  |  |  |  | 3 |

Mr. POTTINGER. The second point I would like to make, we believe very strongly that the need for a higher representation of minority groups served by all programs in HEW, not simply in the office for civil rights, is very acute, and could not agree more with the implication of your questions that this is needed. I would have no hestitation in agreeing with that. At the same time, I would like to say, on behalf of our staff, to the extent that it does not represent a population parity nationwide and even though our office happens to have a higher number of Chicano and blacks than most offices, to the extent we don't reflect a nationwide parity, I think it is fair to say persons of other backgrounds have a very strong committment to do what is right and lawful. The lack of a particular ethnic employment ratio does not indicate necessarily a lack of commitment and effectiveness in our office, any more than I trust an absence of minorities reflects a lack of concern on the part of your committee or any other group.

Mr. **Edwards**. Mr. Jacobs?

Mr. **Jacobs**. No questions.

Mr. **Edwards**. Mr. Garrison.

Mr. **Garrison**. When you speak of announced budgets for bilingual grants, do you generally mean the instruction of Spanish speaking students in Spanish or do you mean the instruction of both Anglo and Spanish speaking students in Spanish and English? Is the focus upon the Spanish speaking student or both?

Mr. **Hays**. The purpose of that law is to aid children who have language difficulties getting into the mainstream of educational systems. We are focusing on those who are coming to school speaking a basic language other than English. We are trying to provide that transition for them to became part of the school system so, obviously, you are focusing on the Spanish speaking, those who come to school speaking Spanish and need a reasonable and rational transition period to enter into the mainstream of the educational activities.

Mr. **Chavez**. The bilingual programs that exist throughout the country would not be in compliance with civil rights if they were segregated. They also want to make sure the Anglo and black students also become aware of the various cultures in that classroom. The child who speaks Spanish would learn from the others.

Mr. **Garrison**. Do the local school districts resist bilingual programs because they impose a burden on them?

Mr. **Pottinger**. Those who do not understand do resist on that ground. It is only by explaining why it is that a bilingual and bicultural program does not unfairly penalize or burden white Anglo children, that school districts begin to take the kind of acute interest that is necessary. I think, unfortunately, many school districts are of the opinion that a bilingual program would penalize Anglo students by neglecting their language and the facility to perform, and perhaps that is as high an indicator of the culpability of school districts as anything we see. As soon as you say, you would have a bilingual program, they assume that first, second, and third graders will be learning, from the day they walk into school, history, math, and other subjects, exclusively in a language other than English. For this reason, the white Anglo proprietors become very concerned and the response is, first of all, to point out that this is precisely what they are now doing with the English language, which is adversely affecting the ability of the Chicano students to learn. When you establish that as a point of intent, you can begin to demonstrate, in a very technical way, how it is possible to teach children English, how to teach the language in a way that will respect the rights and cultures of the Mexican American children, and why it is that what they have been doing in the past constitutes discrimination.

Mr. **Chavez**. I think it is well to understand that within a bilingual program, a 6-hour day is not taught 100 percent in Spanish. Some of the people in the community sometimes don't really understand the bilingual program. It could be a half hour during a day, it could be 3 hours, it depends on the numbers of kids in the classroom and how it will be brought about.

Mr. POTTINGER. The difficulty with this is, and I don't mean to stress it, if you issue a report or a statement or a policy or the Civil Rights Commission report to all of the school districts in the country, and say "here is what the problem is, can't you see it?" without following up with the very difficult, arduous, onsite presence, to show them how to do it, to answer the kinds of questions you have just raised, you will only get a small amount of movement, certainly not enough to make a difference. Consequently, you don't get a resolution of the problem. We think it is a key to use the Civil Rights Commission report and all of the advocates of equal education we can find. But we have a responsibility, to go beyond that. Certainly people have been pointing out this problem for years, and nothing has happened. The only way it is going to happen, in my opinion, is when we take the road that is difficult, perhaps, but the only productive one, and get to the district, look at pupil achievement test scores, point out where the deficiencies exist, and design a specific plan for that district. I would like to add, since the chairman has been good enough to permit us to supplement the record with the Beeville file, that you will find progress between 1970 and 1971, in Beeville, under that specific plan.

Mr. Chairman, you spoke of the need for teachers, which probably is the most acute, initially. We have found the number of minority professional staff in Beeville has doubled, that is to say, of Mexican American professionals, has doubled between those 2 years, before and after the plan. The clerks doubled from one to two. The secretaries doubled. Bilingual aides went from three to 56 in 1 year. Teachers went from nine to 15. Bus drivers stayed the same. Cafeteria workers rose slightly and maintenance workers rose slightly. In the professional teachers area, there was an immediate impact. The beauty of that is not so much in putting it on paper and submitting it to you, but to go to Beeville and see the specific schools that we dealt with before, without any kind of plan, and see what is happening there now. We trust this will continue. This is not the end of the program.

Mr. GARRISON. Mr. Chavez suggested a moment ago that perhaps a bilingual program in which the Spanish-speaking students were segregated for purposes of instruction in Spanish may run afoul of the 14th amendment. I note in your memorandum for 1969 to 1970, point No. 3 does address itself to "Any ability grouping or tracking system employed by the school system to deal with the special language skill needs of national origin-minority group children". Apparently, as a general statement, you approve of such tracking systems, if they are generally directed toward ultimate reintegration of the students without regard to ethnic origin. Has any school district actually undertaken to submit to you a bilingual education program which has been disapproved because of the segregating effect, either initally or on a long term basis?

Mr. POTTINGER. I think that it is fair to say that in the initial proposals, almost all of them, are either questioned or disapproved until it is very clear that what they are proposing is lawful. The old ability group patterns are difficult for school officials to break away from. I don't know whether any bilingual plan has been ultimately rejected, where we have been unable to show what they propose is inadequate.

Mrs. **Stuck**. Even during negotiations, if there is anything in the plan that is submitted that indicates that the practice will be continued, then we do not accept it. In some of the material I provided Mr. Pottinger, the Beeville district took 18 students out of their CVAE programs where many Mexican American children wound up. That is cooperative vocational academic program. In Bishop, Tex., they did away with the CVAE programs, because it appeared to be a dead end track for Mexican American children. Those are the two specific instances I can think of. In Beeville, there are 18 children that have been given the opportunity to transfer from that program into the regular academic program. Four are graduated; five are making passing grades; two dropped out of school; and three were having difficulty. Over 50 percent were successful, and we feel that that kind of program will have an effect in helping us negotiate with other districts, too.

Mr. **Garrison**. Now, in the proposal you made for models that you show to local school districts, do you allow for the possibility of grouping students for purposes of instruction on the basis of English language schools, and then administering to them some objective test of competency in the English language, as a condition of their being removed from that program and put into the general school population? I am not talking about the cultural problem, the IQ test. I am not even talking about achievement in school subjects. I am only talking about allowing the school district to teach school students who have an English language deficiency separately until such time as those children pass certain objectively arrived at tests for English language proficiency.

Mr. **Pottinger**. If I understand your question correctly, certainly in the early period, particularly in districts where there is no preschool childhood program, if a child came to the school district without any English speaking ability at all, and went into the first grade, obviously, that child would be in a class where the substance of his learning would be in Spanish, initially, but in addition, where the substantive knowledge does not need to be imparted, we would insist he not be kept in any Spanish-speaking group. An easy example would be playground or cafeteria time or study hall and the like, all recreation and the like. Certainly, there is no educational justification for any form of ability grouping in those areas. You begin to get into a gray area from here. So we are also saying, under point 1 of the memorandum, that the school district has an immediate responsibility from the day the child enters the school system to teach the English language and to do so, not in terms of English as a second language program which accounts for many of the very adverse things that Mexican-Americans and other Spanish-speaking children have been subjected to, but in a setting where a child is not forced to renounce or look derisively upon his culture, background, and language. Those things happen all at once in a good plan. As the child progresses, yes, he may, she may be tested, of course. There is no objection to standardized testing as such, but such testing should not be the measure for assignment of children to their classes. It can only be used as measurement of what the achievement level of a child at a given time is in the English language or Spanish language. However, to use an English standardized test, as the basis for assigning the child to a group, is both illegal and wrong from a policy viewpoint since such a test doesn't measure the child's capability to learn. To remedy such practices, we require, in our plan, any child identified as having been assigned to any ability grouping classes on the basis of such standardized English tests, to be tested in his native tongue in order to determine his IQ and level of potential performance.

Mr. Garrison. I take it that one of the principal deficiencies of the plans that local school boards tend to propose in the bilingual area, is an assumption that all of the school activities must be segregated if some of them are. It is simpler to say, "we will put the Spanish-speaking students in this school," but you are saying it is unnecessary they be segregated in all aspects of school life, even to correct language deficiencies.

Mr. Pottinger. Absolutely, it is unnecessary. There is no question about that. There is no justification we have ever seen, or any educator has been able to show us, for a total, all-day segregation of any person on language or cultural grounds. Incidentally, you said, segregation to a school. We have been talking about segregation within schools. Segregation of schools by such testing is all the more so prohibited because of this point, not the less so.

Mr. Garrison. Thank you.

Mr. Edwards. Speaking of the segregation of schools, I believe the testimony that we have to date indicates that there are approximately 2.3 million Spanish surnamed pupils in the United States, and that half of the Mexican American students in the Southwest attend segregated schools right now. Is that correct?

Mr. Pottinger. I believe it is. I would have to confirm that from the national school survey. It is probably not far from the mark. By segregated, Mr. Chairman, I assume you mean in a school where their composition is all, or substantially all, of one race or ethnic origin?

Mr. Edwards. Predominately minority, yes.

Mr. Pottinger. May I quickly supplement the point you just made from the national school survey: 2.3 million are Spanish surnamed, 33 percent of those children are in schools that are 80 to 100 percent minority enrollment. I underline minority because the survey does not, at that level, separate out black and Chicano kids. There may be both when I give you the 33 percent, so a full third of the Chicano children are in schools where 80 to 100 percent of the students are black or Chicano. Fewer than 2 percent are in all-minority schools. Still, the 80 to 100 percent is a substantial figure—44 percent of the Spanish-surname students are in majority white schools, that is to say, majority Anglo schools.

Mr. Edwards. Mr. Pottinger, last week, when Deputy Staff Director Louis Nunez of the Civil Rights Commission was here, he said, in his opinion, the failure of the New York City School system to use Federal funds to meet the needs of Spanish-speaking children was a violation of title VI of the 1964 Civil Rights Act, and urged the Department of Health, Education, and Welfare to initiate a title VI compliance review of New York City and its school system, where approximately 70 percent of the national mainland Puerto Ricans attend school. Have you received the recommendation from Mr. Nunez and have you in mind initiating a title VI review of the New York City system?

Mr. Pottinger. To answer the first part of your question, we have received his request. In fact, I read it last night, in the form of his testimony. In addition to that, we have received a similar request from a number of other sources, including Senator Javits. We believe, on our own motion, a review would probably be wise, without regard to complaints. Having said that, I should also say that we are, right now, in the process of evaluating the type and kind of review that ought to be undertaken. We do not have an answer for you here today, because the New York City school system is the largest system in the country by far. We estimate that on a man-hour basis a comprehensive review of the kind we do in other districts would require all of our education resources to be devoted to New York City for 2½ years. We can't do that. So what we are doing now, is designing a kind of model review to allow us, on the basis of a computer program and on the basis of statistical data that exists, to determine how we can target a review which won't take that amount of time and remove our resources from other important areas of our education program. That is where we are today, and we expect to have a conclusion drawn on that soon. It is actively under consideration now by the assistant director for special programs and the education division chief, and I hope, within the next 60 days, we will have an answer.

Mr. EDWARDS. Out of the testimony today, I have reached the understanding that these bilingual education programs are advantageous and although in insufficient quantities, as a matter of fact, almost insignificant quantity, that they are the leading hope for the future. Would you say that is correct?

Mr. POTTINGER. I would agree completely.

Mr. HAYS. Particularly when we find the real commitment at the local level to take that program and recognize the needs in their own localities and address it to their particular needs.

Mr. EDWARDS. Their own money?

Mr. HAYS. I think, after a while, they are going to have to use their own money.

Mr. EDWARDS. How much more expensive would it be for a school district to maintain an adequate bilingual program as opposed to what they are doing now?

Mr. POTTINGER. I don't think we have an answer. We might be able to generate, on the basis of the reviews, some mean or average figures, but I don't have an answer at this time. I would like to say—a point I think I made on the record a while ago—while we are trying to point out the ultimate need to convert and adapt the resources of the State and local level, I am not thereby objecting to Federal increases for bilingual programs.

Mr. EDWARDS. I am sure you would like to see a hundred million or so like this committee would.

Mr. POTTINGER. From my perspective, I think it would be a great help.

Mr. CROSS. One guess—I think, in New Mexico, Chicano or Spanish-speaking people represent a majority of the population.

Mr. JACOBS. I would like to ask a question. I was wondering if you could say, for the record, what percentage of school districts in the United States, which obtained a significant number of other tongues, have comprehensive preschool programs and how do you define the term," comprehensive," in your answer?

Mr. POTTINGER. I don't know how many. I think we could generate the figures necessary to give some ball park figure on that.

(The figures referred to follow:)

PRELIMINARY FIGURES TAKEN FROM 1970 CENSUS AS REPORTED IN GENERAL SOCIAL AND ECONOMIC CONDITIONS, U.S. SUMMARY

| | Fublic | Parochial | Other private | Total |
|---|---|---|---|---|
| Children enrolled in school 3 yrs. old and over of Spanish heritage | | | | 3, 167, 719 |
| Children under 5 of Spanish heritage | | | | 1, 164, 924 |
| Children enrolled in nursery school of Spanish heritage | 27, 482 | 2, 659 | 20, 906 | 51, 047 |
| Children enrolled in kindergarten of Spanish heritage | 163, 941 | 9, 528 | 15, 143 | 188, 612 |

Mr. POTTINGER. Regarding the second part of your question, we are requiring, as a part of our May 25 memorandum, that preschool comprehensive programs are extended, at least in those cases where the school districts have a preschool program. Our jurisdiction is over matters of discrimination and that implies that people are treated differently. Existing programs must be extended to all people. If you have a school district that has a preschool program, and I guess virtually all of them do, that gives us the jurisdiction and capability of making it clear it must be a comprehensive program, must be extended to Mexican American children, too.

Mr. JACOBS. Lets try this out. A blind student might be treated equally, might he not, simply by the issuance of a seeing eye dog. I am sure that you would not allege that the dog should then be available to others not blind. I am thinking in terms of the special education need for a child who speaks English but finds himself a German citizen. I understand the bilingual idea means equal opportunity. I might say, Mr. Chairman, the program alluded to a moment ago, which cost $42 million is sort of a bilingual program. I am persuaded that an effective preschool program, in terms of linguistics, whether those linguistics involve one other tongue or many other tongues, or whether they involve a single mother tongue, in the case of some citizens, as distinguished from others, that such a program cannot be effective unless it begins at birth, and it seems to me, and I am talking about, of course, neighborhood day care centers, that sort of thing, where hopefully mothers could participate along with others.

It seems to me, if we fail to get ourselves together as a people—that this area of preschool would be a very significant part of our history—if we fail to do it and that is exactly what they are doing in the Soviet Union. They had a problem, they made a national commitment and solved it, not after it was too late. When you are 6 years old, you are an old man in linguistics already, and there are studies to show if a child is taught to walk before he is taught to roller skate, he will have to unlearn a number of things, but if he is taught to do both at the same time, that he will be very skilled at both. It has to begin at the very beginning. I just wondered if I might say, I think your testimony has been refreshingly articulate and to the point, but I wonder how you feel about the proposition that in order to be effective linguistically, that a preschool bilingual system should really begin at birth and should be a national commitment?

Mr. POTTINGER. I would certain agree it should be for many of the reasons you said, and I am sure we could go on. But the fear of our office is that we not become focused solely on the issue of quantity, which has been the thrust of the testimony before this committee.

But in this area, perhaps more than or as much as any I know in the education field, the issue of how you go about implementing these programs is every bit as critical as the financing of them. If I may give a personal opinion based on my work for 12 years as the Director of this office, and with experience with the Chicano community before that, no single institution has more impact on little kids outside of the family than do teachers. Unless you have teachers that understand the issues, not simply the English language, but the cultural differences, you have tremendous problems. For example, take a typical Spanish-speaking first grader. He goes to school the first day and misses the bus that takes him to the school, and so he gets there late. He comes into the back of the room and is seated in his chair and the teacher says, "Juan, why are you late," which is not an unfair question. And he says, "the bus left without me," and she says, "wait a minute, all of the other children were there on time, the bus didn't leave without you; you missed the bus." Of course, Juan translates "El autobus me dejo," which literally would mean "The bus left without me." That is the way the language is written, so he is not blaming the bus, as the English-speaking teacher thinks. But literally translated, the teacher thinks he is trying to cop out. She brings him to the front of the class and she doesn't call him Juan, she calls him John, and he says again, translating into English at her request, "the bus left without me." Then she gets angry and says, "look me in the eye and tell me the truth." Now, in Juan's culture, looking a person of authority in the eye is a sign of contempt—he would never do that with his father and mother. She is saying to this little boy, "be forthright, be candid, be honest, don't lie," all of which is a contortion for this child.

You can go on with this kind of thing, so that finally, a shattering experience occurs for Juan the first day of school. Sadly, there are many ways you can find this occuring throughout the Spanish-speaking community. Gym teachers yell and shout at kids without controversy in our culture, but this is not regarded as the proper way to conduct one's self in the Spanish-speaking culture. The point of all of this is that unless you have, in addition to implementing directives from the Government, an understanding of what needs to be done, you might get more quickly than we are getting now a broad implementation of English-speaking programs, but I would hate to begin to measure the cost of this approach in terms of the cultural damage. Money and directives are not the sole answer, nor are good intentions.

If I could leave you with any single piece of thought in my testimony, in addition to the need for dollars, advocacy by Federal agencies and "guidelines," it would be the need for an increased concentration on the quality and understanding of what it is we are really trying to achieve. I have never run into anyone who has this issue at heart who doesn't want to achieve an objective which is truly bilingual.

Mr. **Jacobs.** You do come back to the experience of training such teachers?

Mr. **Pottinger.** Very definitely.

Mr. **Jacobs.** Today's police officers who do not understand community relations can learn and acquire an entirely different attitude from the one they picked up from the night school of 1936. Doesn't that come back to the expense of developing such teaching staffs, too?

Mr. **Pottinger.** I would agree. May we hear from Mrs. Stuck?

Mrs. **Stuck.** I am the regional director for the Office of Civil Rights in Dallas, and you may have missed some of the earlier testimony relative to Beeville, Tex., but it seems to fit what Mr. Pottinger has said. We negotiated a comprehensive educational plan with that district last year an it has just completed its first full year. It includes early childhood education. At first the superintendent was reluctant to introduce any bilingual education for staff. They had a 2-day session of their own during the year, but we have just finished, in the past month, assisting them in making contact with the cultural awareness center at the University of New Mexico, and they are going to underwrite a program that will begin with their own funds a full 3-day session in August and then follow it up with consultant services throughout the year, and I think this indicates that the district, itself, through 1 year's experience, has developed an understanding of what is needed, and they have involved 56 parents and young people from the chicano community. Part of them are now attending Beeville County Junior College and the district is paying half of the hourly cost for each person. We feel this indicates if the district accepts the responsibility, the understanding will follow.

Mr. Jacobs. That is very comforting to hear that they are.

Mr. Edwards. I only have one last question. You really already answered it very beautifully, Mr. Pottinger. If you had your way, what one thing would you like to see the Federal Government do? What would be of the highest priority to help Spanish-speaking pupils achieve equal opportunity in our country?

Mr. Pottinger. I guess, without translating this into a specific proposal in the sense it would be a blueprint, I would reiterate what I said a moment ago, that is, to have each of us who have the responsibility in this area, at the Federal level as well as the State and local level, to take the time and the effort to understand the point so that thereby we will join the issue of quality with the issue of quantity.

Mr. Zeifman. Mr. Pottinger, have your views been sought by the Subcommittee on Civil Rights of the Domestic Council?

Mr. Pottinger. I hope the record doesn't show the time I am taking to answer.

Mr. Zeifman. To refresh your recollection, earlier the administration, the President, announced he was creating a Domestic Council, and in the Domestic Council a Subcommittee on Civil Rights was created, headed by Mr. Schultz.

Mr. Pottinger. Yes, we have definitely been consulted by them. I am sorry I didn't recognize it in the first way you put it, which was a perfectly appropriate description, but I didn't. The answer to your question is, yes, we have been consulted by them on a number of topics and are in fairly regular direct contact with the Domestic Council on civil rights matters.

Mr. Zeifman. Are you consulted separately with respect to Chicano problems; that is, with respect to Mexican American and other Spanish-speaking types of civil problems? Are they dealt with separately from the problems of blacks and other minorities?

Mr. Pottinger. On occasion, yes, and on occasion, in a broader respect, the whole problem of education matters for minority students is discussed, and we deal with them on that point. The answer to your question is "Yes."

Mr. Zeifman. Are there separate officials in the White House on the Domestic Council with different responsibilities in this area?

Mr. Pottinger. I am sure there are, but I can't say that that has, to my knowledge, a substantial effect on how we address the questions they pose to us. My communication with them is as Mr. Cross indicated a moment ago, to Secretary Richardson, who I report to directly and to my knowledge, there are a wide variety of people involved, including the staff of OMB and the Domestic Council itself, the Cabinet Committee on Education.

Mr. ZEIFMAN. Do you deal with and confer with Mr. Garment on Mexican American problems?

Mr. POTTINGER. I have, yes, on occasion. I think he has a very strong and earnest interest in the problems that have been brought to his attention or that he has identified.

Mr. ZEIFMAN. To what extent have you made any types of formal recommendations to either the Domestic Council or the Cabinet Committee?

Mr. POTTINGER. Well, I would have to look at the record. As I say, in a real sense as well as a formal sense, our recommendation goes through the Secretary of the Department so I would have to go back and look to see to what extent we have done so, and on what specific issues.

Mr. ZEIFMAN. Has the Cabinet Committee made any specific recommendations to either your office or Mr. Hays office that you are apparently implementing? I am talking, now, about the Cabinet Committee for Equal Opportunity for Spanish-Speaking People.

Mr. POTTINGER. That is still another agency I neglected to mention when I was trying to speak of—there is the Cabinet Committee——

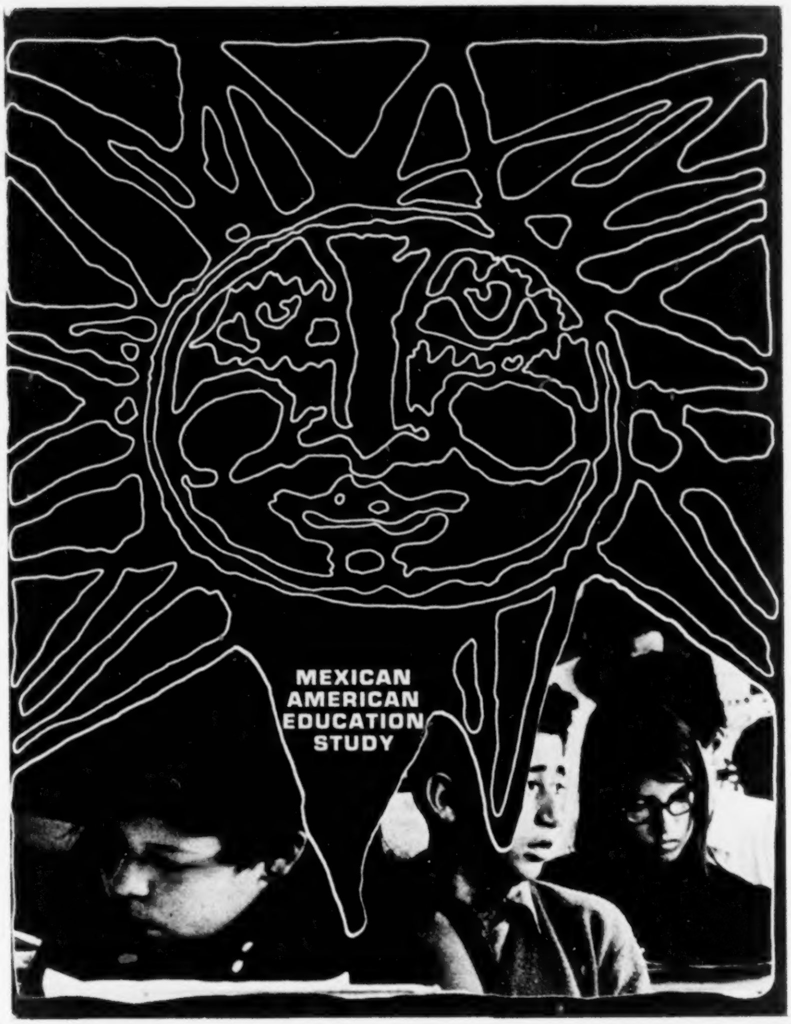
Mr. ZEIFMAN. Dealing not with the Domestic Council but the Cabinet Committee on Equal Opportunities for the Spanish speaking, has the Cabinet Committee made any recommendations to the Office of Education or your office, which you are currently engaged in implementing?

Mr. POTTINGER. In this sense, yes. I have met with Mr. Ramirez and others on his staff to discuss our May 25 program and other matters roughly related to it. They have both advocated the solutions we have discussed with them, and given whatever level of support they have at their command. In that sense, I would say yes. With regard to any specific kind of directive, in a formal document, that identified a deficiency in our office in their view, the answer would be no. It is a more informal situation.

Mr. HAYS. I can't recall any specific direction either, but I guess there is so much direction from a lot of people, I don't have them completely sorted out. In terms of the informal attitude, both Mr. Chavez and myself maintain the same sort of communication.

Mr. EDWARDS. Thank you very much for a very valuable testimony and dialog. As I am sure you know, this subcommittee is not hostile; it is interested only in the enforcement of the law and the achievement of equal opportunity. We agree with you that we are not making satisfactory progress towards these goals. We want to make some great strides forward and, working with you, try to be of some help. We do appreciate your being here today and hope we can keep in communication with you. We are all working for the same goals.

(Whereupon, at 12:05 p.m., the proceedings were adjourned.)



MEXICAN
AMERICAN
EDUCATION
STUDY

The U.S. Commission on Civil Rights is a temporary, independent, bipartisan agency established by Congress in 1957 and directed to:

Investigate complaints alleging that citizens are being deprived of their right to vote by reason of their race, color, religion, or national origin, or by reason of fraudulent practices;

Study and collect information concerning legal developments constituting a denial of equal protection of the laws under the Constitution;

Appraise Federal laws and policies with respect to equal protection of the laws:

Serve as a national clearinghouse for information in respect to denials of equal protection of the laws; and

Submit reports, findings, and recommendations to the President and the Congress.

**Members of the Commission**

Rev. Theodore M. Hesburgh, C.S.C., *Chairman*
Stephen Horn, *Vice Chairman*
Frankie M. Freeman
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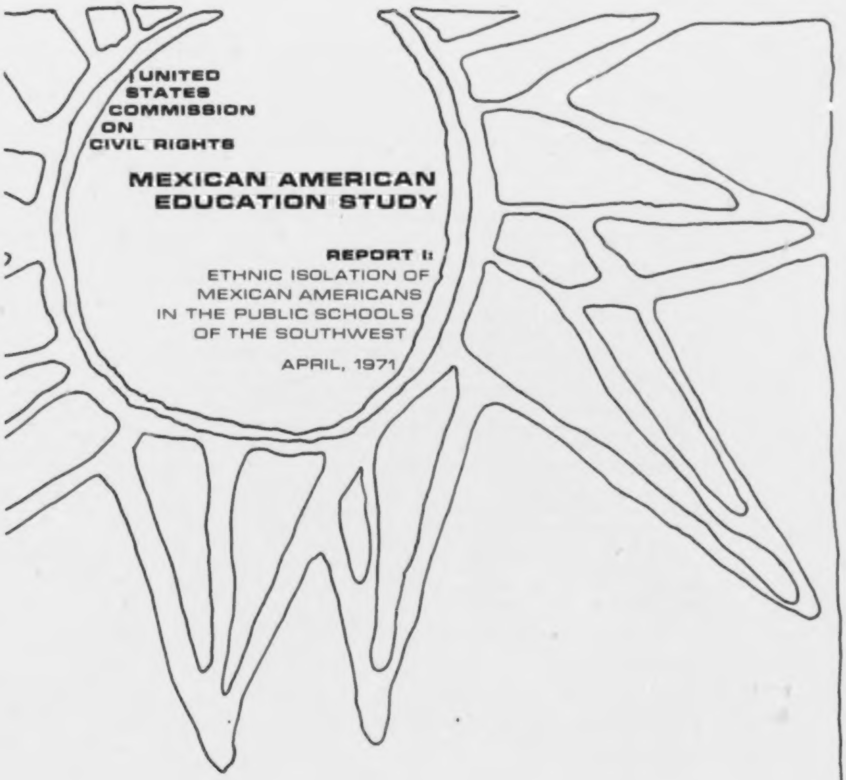


UNITED
STATES
COMMISSION
ON
CIVIL RIGHTS

# MEXICAN AMERICAN EDUCATION STUDY

## REPORT I:
## ETHNIC ISOLATION OF MEXICAN AMERICANS IN THE PUBLIC SCHOOLS OF THE SOUTHWEST

APRIL, 1971

*This Report was first issued in August, 1970.*

**Photos by:**
Robert D. Moeser,
*Department of Labor*
Joe Mancias, Jr.,
*U.S. Commission on Civil Rights*

## LETTER OF TRANSMITTAL

U.S. COMMISSION ON CIVIL RIGHTS
Washington, D.C.
April 1970

TO: THE PRESIDENT
THE PRESIDENT OF THE SENATE
THE SPEAKER OF THE HOUSE OF REPRESENTATIVES

Sirs:

The Commission on Civil Rights presents to you this report pursuant to Public Law 85-315, as amended.

This report deals with the extent of ethnic isolation of Mexican Americans in the public schools of the Southwest. Based on data gathered by the Department of Health, Education, and Welfare in its 1968 survey pursuant to Title VI of the Civil Rights Act of 1964 and information collected by this Commission through its own 1969 survey, the report sets forth in detail the extent to which Mexican American students in the States of Arizona, California, Colorado, New Mexico, and Texas attend school in isolation from Anglo students. This report also describes the participation of Mexican Americans in the education process as principals, teachers, and in other official school capacities, and sets forth the extent to which they are isolated from their Anglo counterparts. We believe the facts presented concerning the extent of ethnic isolation in the public schools of the Southwest give cause for national concern.

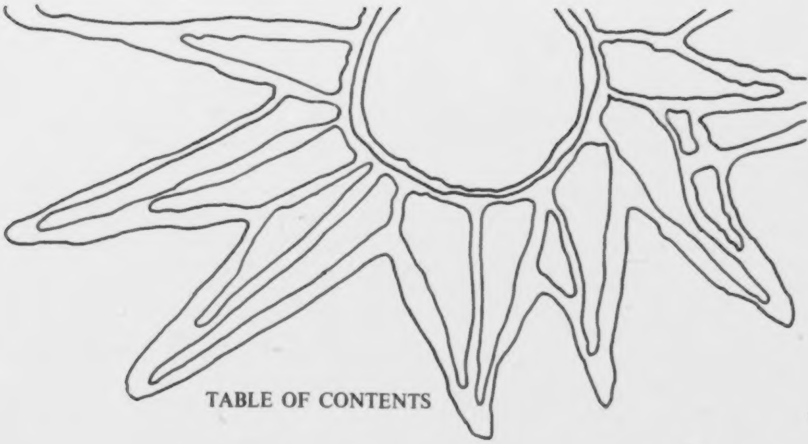
The report deals with a subject about which little is currently known. Further, we believe the report can be of help to Federal, State, and local officials, as well as to all Americans concerned with problems of equal opportunity, and we wish to make the report available to them before the start of the coming school year. In addition, national attention is currently focused on the educational problems of Mexican Americans and the Commission is anxious that its report contribute to the public dialogue.

We urge your consideration of the facts presented in this report.

Respectfully,

Rev. Theodore M. Hesburgh, C.S.C., *Chairman*
Stephen Horn, *Vice Chairman*
Frankie M. Freeman
Maurice B. Mitchell
Robert S. Rankin
Manuel Ruiz, Jr.

Howard A. Glickstein, *Staff Director*



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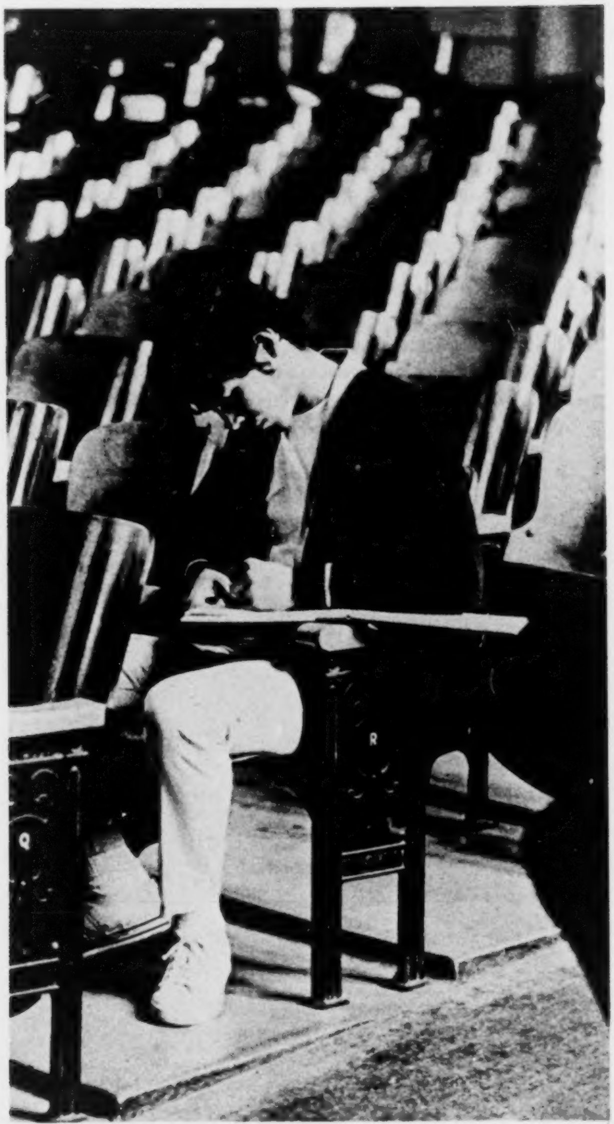

## PREFACE

During recent years the United States Commission on Civil Rights has become increasingly aware of the acute educational deprivations faced by Mexican Americans.[1] Testimony at Commission hearings in San Francisco and San Antonio and statements at meetings of the Commission's State Advisory Committees in Los Angeles, Calif.; Clovis, N. Mex.; and Corpus Christi and Rio Grande City, Tex. have brought these problems into sharp focus. This information points to the fact that a growing number of Mexican Americans, particularly in the Southwest,[2] are dissatisfied with the quality of education afforded them and are seeking changes in educational institutions which will ensure them equal educational opportunity.

A number of studies have been conducted concerning the education of Mexican Americans. Most of these works have been limited in scope, either in terms of the aspects of education which they have examined or in the school population they have encompassed. The basic factors concerning equal educational opportunities for the majority of Mexican Americans remain virtually unexplored.

The main purpose of the Commission's Mexican American Education Study is to make a comprehensive assessment of the nature and extent of these opportunities for Mexican Americans in the public schools of the Southwest. To accomplish this goal this study has been designed to answer three basic questions:

1. What current *practices* in Southwestern schools appear significantly to affect educational opportunities for Mexican Americans?
2. What current *conditions* in Southwestern schools appear significantly to affect educational opportunities for Mexican Americans?
3. What are the significant relationships between practices and conditions and the educational *outcomes* for Mexican Americans?

A secondary objective of the Mexican American Education Study is to awaken educators to the effects of their programs on the performance of students of individual ethnic groups.

## SOURCES OF INFORMATION

This report draws its information from two major sources: the Commission's Spring 1969 mail survey of Mexican American education in the Southwest and the Commission's tabulations of the Fall 1968 Elementary and Secondary School Survey conducted by the U.S. Department of Health, Education, and Welfare (HEW) under Title VI of the Civil Rights Act of 1964.[3]

In the HEW survey, questionnaires were sent to a random, stratified sample of school districts throughout the continental United States.[4] These questionnaires sought information on the ethnic background of all pupils and staff in every school in these districts. The rate at which districts were sampled was determined by the size of the enrollment of the school districts in the 1967–68 school year as follows:

---

[1] In this report, the term Mexican American refers to persons who were born in Mexico and now hold United States citizenship or whose parents or more remote ancestors immigrated to the United States from Mexico. It also refers to persons who trace their lineage to Hispanic or Indo-Hispanic forebears who resided within Spanish or Mexican territory that is now part of the Southwestern United States.

The term Spanish surname or surnamed is used in two different respects: (1) to refer to all persons of Spanish surname in the United States, including those outside the Southwest, except when such persons are referred to specifically by national origin, i.e., Mexican American, Puerto Rican, Cuban and others, and (2) to refer to persons of Spanish surname within the Southwest when the term is used by secondary sources other than the Fall 1968 ethnic and racial survey conducted by the U. S. Department of Health, Education, and Welfare (HEW). (Most of the information in this report is based on data gathered in this survey.)

The term Anglo refers to white persons who are not Mexican American or members of other Spanish surnamed groups and is used in the same connotation as it is used in the Southwest.

[2] The Southwest includes the States of Arizona, California, Colorado, New Mexico, and Texas.

[3] These sources are hereinafter referred to as the USCCR Spring 1969 Survey and the Fall 1968 HEW Title VI Survey, respectively.

[4] Hawaii was not included in the Fall 1968 HEW Title VI Survey.

| 1967-68 Enrollment Size of School Districts | Percentage of Districts Sampled |
|---|---|
| 3,000 or more pupils | 100 |
| 1,200—2,999 | 75 |
| 600—1,199 | 50 |
| 300— 599 | 25 |
| Less than 300 [5] | 0 |

Approximately 1,200 [40 percent] of the more than 2,900 districts in the Southwest received HEW questionnaires.[6] All but three districts responded. Utilizing data from this survey, the following elements of the educational environment in the Southwest can be described: (1) the ethnic background of more than 95 percent of the pupils; (2) the ethnic composition of the schools and districts in which these pupils are found; (3) the ethnic background of the teachers and principals in these educational institutions; and (4) the ethnic composition of the schools and districts in which these staffs are located.

The Commission's Spring 1969 survey sought more extensive information on educational opportunities for Mexican Americans than that gathered by HEW. For its Spring 1969 survey, the Commission drew a subsample of districts and schools which had responded to the HEW survey. The subsample was designed to reduce the number of districts and schools included in the HEW survey and still obtain information on a sufficient number of Mexican American pupils to arrive at reasonably accurate estimates and projections for the Mexican American school population in the Southwest. The Commission survey encompassed only those districts which had a Mexican American enrollment of 10 percent or more. Within these districts, a stratified random sample of schools was also included. This survey enabled the Commission to describe many aspects of the education provided nearly 80 percent of the Mexican American pupils and about 50 percent of the total school population of the Southwest. Among them were the condition of the educational environment, the policies and practices of school and district administration, and the educational outcomes for students.

Districts—Questionnaires were mailed in the second week of April 1969 to superintendents of all 538 districts who had reported to HEW that 10 percent or more of the total district enrollment was Spanish surnamed.[7] A total of 532, or 99 percent, of the superintendents' questionnaires was returned to the Commission.[8] These forms sought information from school district offices on such items as ethnic background and education of district office professional personnel and board of education members, use of consultants and advisory committees on Mexican American educational problems, and availability of and participation in programs of in-service teacher training.[9]

Schools—In addition to the 538 district superintendents, the principals of 1,166 elementary and secondary schools located within the sample districts were sent questionnaires. The sample of schools was stratified according to the Mexican American composition of the schools' enrollment. Questionnaires mailed to individual schools requested information on such topics as staffing patterns, condition of facilities, ability grouping and tracking practices, reading achievement levels, and student and community participation in school affairs.[10] Approximately 95 percent of the schools returned the questionnaires.[11]

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[5] Only about 1.6 percent of all pupils in the Southwest are enrolled in school systems that have less than 300 students.

[6] Copies of the HEW questionnaires are reproduced in Appendix A on pp. 65–66 . . .

[7] Thirty-five districts with an enrollment at least 10 percent Spanish surnamed had not responded to the HEW survey at the time the subsample listing was made available to the Commission. The majority of these was in California. The Commission estimates that about 5 percent of all Mexican American students and of total pupils in the Southwest are in these 35 districts.

[8] This includes a 100 percent response from districts in Arizona. In the other States, the following school districts did not respond:

Kingsburg Joint Union Elementary—Kingsburg, Calif.
Lucia Mar Unified School District—Pismo Beach, Calif.
North Conejos School District—La Jara, Colo.
Silver City Consolidated School District No. 1—Silver City, N. Mex.
Edcouch-Elsa Independent School District—Edcouch, Tex.
Houston Independent School District—Houston, Tex.

Houston Independent School District declined to respond because it was engaged in court litigation involving the district, HEW, and the U. S. Department of Justice at the time the Commission survey was made.

[9] A copy of the superintendents' questionnaire is found in Appendix B on pp. 67–73 .

[10] The principals' questionnaire is exhibited in Appendix C on pp. 75–89 .

[11] Thirty-three [or 60 percent] of the 56 schools that did not return the principals' questionnaire are in the Houston Independent School District. Had these questionnaires been returned, the response rate of the sampled schools would have been about 98 percent.

## PUBLICATIONS

The results of the Commission's Mexican American Education Study are being published in a series of reports. This first report examines: (1) the size and distribution of the Mexican American enrollment, educational staff, and school board membership; (2) the extent of isolation of Mexican American students; and (3) the location of Mexican American educators in terms of the ethnic composition of schools and districts in which they are found. This report also describes the size and distribution of the Spanish surnamed enrollment throughout the United States. The major part of the information contained in this first report is based on data obtained from the Fall 1968 HEW Title VI Survey. However, data concerning school staffs (other than classroom teachers and school principals), professional personnel at the district level, and board of education members are drawn from the USCCR Spring 1969 Survey.

Future reports will make more extensive use of data from the USCCR Spring 1969 Survey. Two reports being prepared at present deal with some of the educational outcomes for Mexican American students (reading achievement, attrition, and post-high school activities), and with provisions of the schools for the unique cultural characteristics of Mexican Americans. Other reports will treat such topics as:

Conditions of facilities
Some aspects of educational finance
Qualifications of staff (education and experience)
Student attendance
Student participation in extracurricular activities
Ability grouping and tracking
Placement in classes for the educable mentally retarded
Subject matter and grade repetitions
Discipline

## ACKNOWLEDGMENTS

The Commission is indebted to Frank G. Knorr and Sally S. Knack, who worked under the direction of Dr. Henry M. Ramirez, Chief of the Mexican American Studies Division of the Commission's Office of Civil Rights Program and Policy, in preparing this report. The Commission is also indebted to Eunice S. Grier, Director of Research, and Martin E. Sloane, Assistant Staff Director for Civil Rights Program and Policy, who provided valuable assistance to the project. The Commission expresses appreciation to the following members of the professional staff:

Mary Abdalla
María Elena Barker*
Bernice W. Burns
Edward J. Casavantes
Cecilia E. Cosca
Sylvia A. Gonzales*
Cynthia N. Graae
Bruce E. Newman
Marlene Owens*
Abelardo I. Pérez*
Cecilia Preciado
Domingo N. Reyes*
Corinne Sánchez
Betty K. Stradford

The Commission is grateful to the many student assistants who have provided help to the study and to the following members of the secretarial staff: Mary A. Botko*, Ruby P. Chandler, Magdalena C. Duran, Gloria N. Rodríguez, and Beatrice Tootle.

The two chief consultants to the study have been of great assistance in design, development, and conduct. They are Dr. Thomas P. Carter, professor of education and sociology at the University of Texas at El Paso and author of the recent book *Mexican Americans in School: A History of Educational Neglect* (New York. College Entrance Examination Board, 1970) and Dr. Uvaldo Palomares, president of the Institute for Personal Effectiveness in Children (IPEC) in San Diego, California, and former associate professor of educational psychology at San Diego State College. Dr. Palomares is co-author with Dr. Harold Bessell, of *Methods In Human Development: Theory Manual* (San Diego. Human Development Training Institute, 1970) and author of numerous articles, reports, and other publications on the education of the Mexican American.

From the study's inception, the Commission has also been assisted by an Advisory Committee composed of the following persons:

**Rev. Henry J. Casso** Formerly Executive Secretary, Bishop's Committee for the Spanish Speaking, San Antonio, Texas

Currently Educational Consultant, Mexican

---

* No longer staff members of the Commission.

American Legal Defense and Educational Fund (MALDEF), Los Angeles, California

**Dr. Ernest F. Garcia** Associate Professor of Education, San Bernardino State College, San Bernardino, California

**Dr. Adalberto N. Guerrero** Director, Bilingual Education, Pima College and Professor of Language, University of Arizona, Tucson, Arizona

**Dr. Irwin Katz** Professor of Psychology, University of Michigan, Ann Arbor, Michigan, now on leave to Center for Psychological Studies, Educational Testing Service, Princeton, New Jersey

**Frank Magana** Community Representative for Head Start, Region VI, Department of Health, Education, and Welfare, Kansas City, Missouri

**Theodore F. Martinez** Assistant to the President, University of New Mexico, Albuquerque, New Mexico and member, Board of Trustees, Albuquerque Public Schools

**Jesus Jose Rubio, Jr.** Director, Southwest Regional VISTA Training Center, General Electric Company, Austin, Texas

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**Charles Tafoya** Director, Latin American Research Service Agency, Denver, Colorado

**Dr. Keith Walton** District Superintendent, Los Nietos School District, Los Nietos, California

The Advisory Committee has been of great assistance in providing guidance in the planning and execution of the study. Sole responsibility for the views expressed and accuracy of the material contained in this and subsequent reports, however, rests with the Commission.

In addition, numerous educators from all parts of the country, many of whom are leaders in the Mexican American community, provided assistance in the development and review of the study design and survey questionnaires. State superintendents of education in all five Southwestern States and executive directors of school administrators' associations in several of the States encouraged full cooperation of superintendents and principals through formal letters and newsletters. Finally, appreciation is expressed to all superintendents, principals, and other district and school staffs who cooperated so fully in providing the Commission with the information desired for its study and to the U.S. Department of Health, Education, and Welfare for making available the data gathered in its Fall 1968 Title VI Survey.

# INTRODUCTION

The Southwest has had a long history of ethnic isolation and segregation of Mexican Americans from the remainder of its society. Although segregation probably never has been required by statute in any of the five Southwestern States, it has been practiced not only in the schools of the region, but in other aspects of life as well.[12]

**A Segregated Society**—Typically, according to several students of the subject, the ethnically mixed community in the Southwest has consisted of a hierarchy with Anglos on the top and Mexican Americans on the bottom. One scholar, who reviewed the literature of the past 40 years on Mexican Americans in California, described this State as having "a caste-like social structure . . . in which Anglos have always been on top of the hierarchy and the Mexican Americans [have been] isolated on the bottom."[13] Prior to the Second World War, according to another authority, Mexican Americans in Southern California were frequently refused housing in Anglo neighborhoods, excluded from certain public facilities such as restaurants and swimming pools, and denied employment because of their ethnic background.[14]

In Texas, Mexican Americans have traditionally been even more deliberately segregated from the Anglo world than elsewhere in the Southwest. Writing about the Corpus Christi area [Nueces County] in the early 1930's, one author found that restrictive covenants in deeds frequently prohibited the sale of property to Mexican Americans in the Anglo sections of the city.[15] Employment for most Mexican Americans in this part of the State was limited to manual labor in the cotton fields.[16] Unequal service often was provided them in restaurants and stores. Thus, Anglo employees in a drugstore in Seguin, Tex. made distinctions in the service offered Anglo, Negro, and Mexican American customers. In the words of an Anglo clerk: "We serve Mexicans at the fountain but not at the tables. We have got to make some distinction between them and the white people. The Negroes we serve only cones."[17]

In more recent times the segregated pattern of living has continued to persist in south Texas communities. As late as 1961, one scholar described these communities as:

> **. . . populated by both Anglos and Mexican Americans who live in separated residential districts divided by a highway or railroad tracks. Anglo isolation from the Mexican American is not only spatial but social. Virtually the only relationship between the two ethnic groups is economic. . . . The predominant relationship . . . is that of an employer to an unskilled employee.**[18]

In Arizona there is also evidence to indicate that the Anglo community has viewed itself as racially and economically superior to the Mexican American. For example, an Arizona newspaper in the 1930's referred to the situation as follows:

> **. . . the Arizona Mexicans have been segregated from the more fortunate Arizonans, both as strangers belonging to an alien race of conquered Indians, and as persons whose enforced status in the lowest economic levels make them less admirable than other people.**[19]

**Segregation in the Schools**—Although detailed statements of an historical nature are not available documenting the extent of past segregation in the schools of the Southwest, several authors have referred to its presence. In Nueces County in the 1930's, reasons given by school officials for segregation of Mexican Americans can be grouped into two categories: those asserting that the association was undesirable from the Anglo's viewpoint and those claiming that separation was to the advantage of the Mexican American. A Nueces County school board member, a farmer, declared, "I don't believe in mixing. They are filthy and lousy—not all, but most of them."[20] And another school official admitted, "We segregate for the same reason that southerners (sic) segregate the Negro. They are an inferior race, that is all. . . ."[21] Others felt that the Mexican Americans' poor attendance and lag in learning impeded the educational progress of the Anglo child. Some Anglos in Nueces County maintained that segregation would protect the Mexican Americans from the hazing they would receive from the Anglo children.

---

[12] In California, however, legality of segregation by school was implied. Under a law enacted in 1885 and amended in 1893, it was possible to segregate Indians and Mongolians in California public schools. To many Anglo administrators, this included Mexican Americans. Cooke, Henry W., "The Segregation of Mexican American School Children in Southern California," *School and Society*, Vol. 67, No. 1745, June 5, 1948, p. 417.

[13] Parsons, Theodore W., Jr., *Ethnic Cleavage in a California School*, unpublished Ph.D. Dissertation. Stanford University, 1965, pp. 6-7.

[14] Cooke, *op. cit.*, pp. 418-419.

[15] Taylor, Paul S., *An American Mexican Frontier*, Chapel Hill, The University of North Carolina Press, 1934, p. 226.

[16] *Ibid.*, pp. 100-115.

[17] *Ibid.*, p. 250.

[18] Madsen, William, *Society and Health in the Lower Rio Grande*, Hogg Foundation for Mental Health, University of Texas Press, Austin, 1961, p. 6.

[19] Quoted in McWilliams, Carey, *North From Mexico*, Greenwood Press, Westport, Conn., 1948, p. 41.

> **The white child looks on the Mexican as [Southerners looked] on the Negro before the war, to be cuffed about, and used as inferior people. If you can segregate a few grades until they learn they are not inferior (except socially), then you can put them together. . . . If [segregated in the early grades] they will learn to take their places as whites and citizens.**[22]

Still other Anglo residents of Nueces County alleged that Mexican Americans desired to attend their own segregated schools, and they would do better in schools with their own kind.[23]

In other areas of the Southwest during the 1930's and 1940's the separation of Mexican American from Anglo pupils was justified on the grounds that Mexican Americans were the ones who benefited from the practice. Therefore, Mexican American children were isolated until such a time as they were considered to have overcome their "English language handicap" and to have become "adjusted" [Americanized].[24] Other less "benevolent" reasons for separation were: (1) the reputed irregular attendance of Mexican American children (2) their different social habits and (3) their poor health.[25]

Pre-Second World War data suggest that school segregation of Mexican American students could best be understood in terms of Anglo controlled school boards carrying out the will of the majority society. Thus, school board members consciously and purposefully established school attendance areas in order to segregate Mexican Americans from Anglos.[26]

Texas law separated black and white pupils and, although Mexican American children were legally classified as whites, school board policy and practice generally separated them from Anglo children.[27] Furthermore, even though Texas has a compulsory attendance law, the usual board policy in most districts was not to enforce the attendance of Mexican American children, particularly when this meant large numbers of them would attend schools with Anglos. One school authority in Nueces County stated:

> **The trustees say, 'We have too many Mexicans [in school] now. Don't build up the Mexican enrollment'.**

Another said:

> **If I tried to enforce the compulsory education law, the board would get sore at me. . . . If I got 150 Mexicans [into] school, I would be out of a job.**

A third indicated:

> **We have absentee owners and they are not interested and the Mexicans are not interested, so we let the law slide.**[28]

In California, board policy to achieve segregation was usually more subtle. According to one authority:

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[20] Taylor, *op. cit.*, p. 217.

[21] *Ibid.*, p. 219.

[22] *Ibid.*, p. 220.

[23] *Ibid.*, p. 221.

[24] Carter, Thomas P., *Mexican Americans in School: A History of Educational Neglect*, College Entrance Examination Board, New York, 1970, p. 67. See also Armour, Basil, "Problems in the Education of the Mexican Child," *The Texas Outlook*, Vol. 16, December 1932, p. 29, and Bogardus, Emory, "Second Generation Mexicans," *Sociology and Social Research*, Vol. 13, January-February 1929, p. 282.

[25] Strickland, V. E., and Sanchez, G. I., "Spanish Name Spells Discrimination," *The Nation's Schools*, Vol. 41, No. 1, January 1948, p. 22.

[26] Members of boards of education are considered representatives of the State, and, within the limits of law, have broad discretionary powers in the government of local school districts. As agents of the State, their decisions and actions constitute State action and carry the force of law. Consequently, although segregation of Mexican Americans has never been legally required by statute, it has carried the force of law in those school districts in which the school board has prescribed attendance areas purposefully to segregate this minority.

[27] Taylor, *op. cit.*, p. 215.

[28] *Ibid.*, p. 194.

> [It] sometimes takes the form of an action by a school board providing that all students of a named ethnic group be registered in a given school. In other instances a school board approves the drawing of zone boundaries in such a way as to throw all families of a given ethnic group into homogeneous areas. When neither of these two methods seems feasible, a policy of transfer of students from zone to zone brings about the same result.[29]

**The Extent of School Segregation**—While there is substantial evidence that Mexican American students were often segregated, until quite recently there was little information which described the extent of the segregation. In Texas, a few studies in the past looked at the extent to which segregation of Mexican Americans was practiced at different grade levels.[30] Wilson Little studied the segregation of Mexican Americans in 122 widely dispersed school districts of Texas. He found that 50 percent of these districts segregated Mexican Americans through the sixth grade or above and more than 17 percent [about one in six] separated them through the eighth grade or higher. In contrast, less than one district in 10 segregated Mexican Americans only through the first 2 years.[31] At that time there was a widely held belief among school officials in Texas that Mexican American children should be taught separately from the general school population for the first 2 or 3 years, ostensibly because of language handicaps. The extensive separation of Mexican Americans in higher grade levels found by Wilson Little's study indicated that other prejudices, such as feelings that Mexican American children lacked personal cleanliness and had lower health standards, were probably the true reasons behind the segregation practices. Two other studies, both of which were performed in a small sample of districts, resulted in findings similar to those of Little.[32]

Only a small amount of information is available concerning the segregation of Mexican American educators. Evidently only a few Mexican Americans entered the teaching profession. Paul Taylor found only one Mexican American teacher in the schools of Nueces County in 1929 when Mexican Americans comprised 45 percent of the population of that county.[33]

**Recent Changes in Patterns of Segregation**—One of the effects of the economic and social changes brought on by the Second World War was the increased demands by Mexican Americans for a better education.[34] Those demands first reached a judicial forum in 1945 in a Federal court in Orange County, California. In *Mendez et al v. Westminster School District of Orange County et al.*, a group of Mexican American parents initiated legal action against four Orange County elementary school districts. The parents alleged that the school officials were maintaining segregation by "regulation, custom and usage" and that it existed solely for the reason that the children were of Mexican or Latin American descent. They further claimed that the school officials' conduct sought to injure plaintiffs in the exercise of their constitutional rights to due process and equal protection of the law guaranteed under the fifth and 14th amendments. In its judgment, the court, citing the evils of segregation and the merits of commingling of the entire student body, ruled in favor of the parents and enjoined the school districts from segregating. When appealed, the decision was upheld by a higher court in 1947.[35]

In 1948, legal action was taken to end the segregation of Mexican Americans in the schools of Texas. In *Delgado v. The Bastrop Independent School District*, the Federal court ruled that segregation of Mexican American children was illegal. This decision, like that in California, was based on constitutional guarantees.[36] These two cases, together with others filed in the 1950's, established the illegality of purposefully maintaining segregated schools for Mexican Americans.[37]

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[29] Cooke, *loc. cit.*, p. 417.

[30] Taylor provides incomplete statistics concerning the isolation of Mexican Americans in Nueces County schools. See *op. cit.*, p. 215.

[31] Little, Wilson, *Spanish-Speaking Children in Texas*, University of Texas Press, Austin, 1944, p. 60.

[32] See Strickland and Sanchez, *loc. cit.*, p. 22, and Armour *loc. cit.*, p. 29.

[33] Taylor, *op. cit.*, p. 29.

[34] Carter, *op. cit.*, p. 69.

[35] *Mendez v. Westminster School District of Orange County*, 64 F. Supp. 544, affirmed 161 F. 2d 774 (9th Cir. 1947).

[36] *Delgado v. The Bastrop Independent School District*, Civ. No. 388 (D.C. W.D. Tex. (1948).

[37] See *Gonzales v. Sheely*, 96 F. Supp. 1004 (D. C. Ariz. 1951); *Romero v. Weakley* 226 F. 2d 399 (9th Cir. (1955)); and *Hernandez v. Driscoll*, Civ. No. 1384, (D.C. S.D. Tex. (1957)) 2 Race Relations Law Reporter 329 (1957).

However, as a very recent court decision has shown, the practice of segregating Mexican Americans still continues. On June 4, 1970, U.S. District Judge Woodrow Seals, acting on a 2-year-old suit filed by 32 Mexican American families for their 96 children, ruled that the Corpus Christi Independent School District was operating a dual school system. Judge Seals found that the various practices of the school board to be such that as a matter of fact and law, the Corpus Christi Independent School District is a *de jure* [legal] segregated school system against Mexican Americans and blacks. Judge Seals held that the *Brown v. Board of Education*[38] decision applied to Mexican Americans, that the Corpus Christi School District discriminated against Mexican American children, and ordered attorneys for the school district to submit a desegregation plan.[39]

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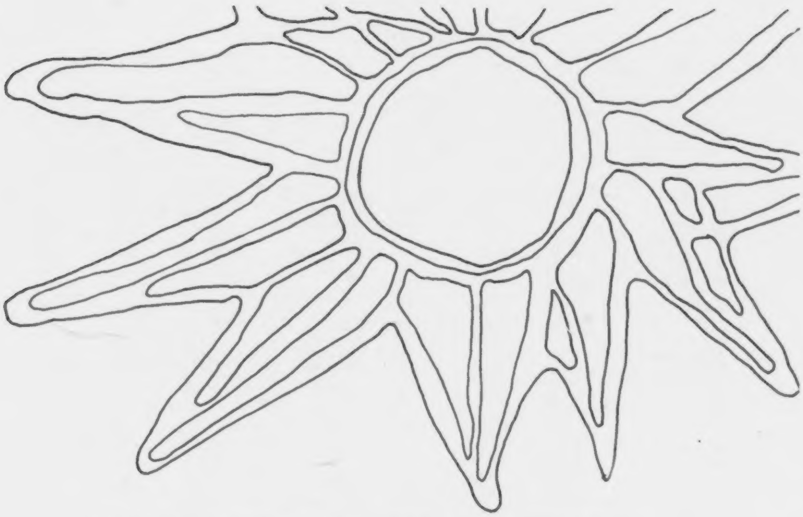
[38] 347 U.S. 483 (1954). This was the landmark Supreme Court decision holding unconstitutional State laws that segregate students on the basis of race.

[39] *Cisneros v. Corpus Christi Independent School District*, Civ. No. 68-C-95 (D.C. S.D. Tex. Corpus Christi Div. (1970)).



## CHAPTER I. SIZE AND DISTRIBUTION OF THE MEXICAN AMERICAN ENROLLMENT

### A. Spanish Surnamed [40] Enrollment—A National View

Slightly more than two million Spanish surnamed pupils attend public elementary and secondary schools in the continental United States. (See Table 1.) They comprise 4.6 percent of the Nation's total enrollment in public schools and 23.1 percent of the entire minority[41] enrollment. Approximately 1.4 million, or about 70 percent of the Spanish surnamed pupils, attend public schools [42] in the five Southwestern States of Arizona, California, Colorado, New Mexico, and Texas.[43]

The rest are concentrated in the Northeast and North Central States with smaller but sizable enrollments in Florida and several Western States.[44]

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[40] At this point, it is necessary to speak in terms of Spanish surnamed pupils rather than Mexican American pupils, since enrollment figures on a national scale do not distinguish Mexican Americans from other pupils of Spanish surname. Limited data available from the U. S. Bureau of the Census suggest that more than one-half of the Spanish surnamed population is Mexican American in all geographic regions of the United States except the Northeast and most of the South.

[41] Minority enrollment includes black, American Indian, and Oriental pupils as well as Spanish surnamed pupils.

[42] The National Catholic Education Association (NCEA) has conducted a survey which provides information on the ethnic and racial composition of Catholic parochial and private school enrollment for the 1969-70 academic year. According to the NCEA, there are approximately 469,000 pupils in Catholic elementary and secondary schools throughout the Southwest. Of the total Catholic school enrollment, about 94,000 pupils, or nearly 20 percent, are Spanish surnamed.

[43] It is estimated that more than 95 percent of the Spanish surnamed pupils in the Southwest are Mexican Americans. This estimate is derived from a 1960 census count of persons of Spanish surname who were born in Mexico (rather than another Latin American country) or who are native born of Mexican parentage.

[44] In the East North Central States, the Spanish surnamed population is probably at least 60 percent Mexican American and in the West North Central and Western States over 90 percent Mexican American. In contrast, the Spanish surnamed population of New York, New Jersey, and other Northeastern States is largely Puerto Rican, while that of Florida is predominantly Cuban.

### TABLE 1.
### SPANISH SURNAMED ENROLLMENT IN PUBLIC SCHOOLS BY REGION AND STATE*

| (1) Region and State | (2) Total Number of Pupils** | (3) Number of Pupils of Spanish Surname** | (4) Percent That Is Spanish Surnamed Col. (3) ÷ Col. (2) |
|---|---|---|---|
| *Northeast* | | | |
| Connecticut | 632,361 | 15,670 | 2.5 |
| Maine | 220,336 | 478 | 0.2 |
| Massachusetts | 1,097,221 | 8,733 | 0.8 |
| New Hampshire | 132,212 | 147 | 0.1 |
| New Jersey | 1,401,925 | 46,063 | 3.3 |
| New York | 3,364,090 | 263,799 | 7.8 |
| Pennsylvania | 2,296,011 | 11,849 | 0.5 |
| Rhode Island | 172,264 | 490 | 0.3 |
| Vermont | 73,570 | 34 | 0.0 |
| Total | 9,389,990 | 347,263 | 3.7 |
| *North Central* | | | |
| Illinois | 2,252,321 | 68,917 | 3.1 |
| Indiana | 1,210,539 | 13,622 | 1.1 |
| Iowa | 651,705 | 2,283 | 0.4 |
| Kansas | 518,733 | 8,219 | 1.6 |
| Michigan | 2,073,369 | 24,819 | 1.2 |
| Minnesota | 856,506 | 3,418 | 0.4 |
| Missouri | 954,596 | 1,393 | 0.1 |
| Nebraska | 266,342 | 3,722 | 1.4 |
| North Dakota | 115,995 | 230 | 0.2 |
| Ohio | 2,400,296 | 16,031 | 0.7 |
| South Dakota | 146,407 | 273 | 0.2 |
| Wisconsin | 942,441 | 7,760 | 0.8 |
| Total | 12,389,250 | 150,687 | 1.2 |
| *South* | | | |
| Alabama | 770,523 | 24 | 0.0 |
| Arkansas | 415,613 | 539 | 0.1 |
| Delaware | 123,863 | 245 | 0.2 |
| District of Columbia | 148,725 | 662 | 0.4 |
| Florida | 1,340,665 | 52,628 | 3.9 |
| Georgia | 1,001,245 | 1,370 | 0.1 |
| Kentucky | 695,611 | 136 | 0.0 |
| Louisiana | 817,000 | 2,111 | 0.3 |
| Maryland | 859,440 | 2,078 | 0.2 |
| Mississippi | 456,532 | 327 | 0.1 |
| North Carolina | 1,199,481 | 482 | 0.0 |
| Oklahoma | 543,501 | 3,647 | 0.7 |
| South Carolina | 603,542 | 208 | 0.0 |
| Tennessee | 887,469 | 411 | 0.0 |
| Virginia | 1,041,057 | 2,222 | 0.2 |
| West Virginia | 404,582 | 251 | 0.1 |
| Total | 11,308,849 | 67,341 | 0.6 |
| *Southwest* | | | |
| Arizona | 366,459 | 71,748 | 19.6 |
| California | 4,477,381 | 646,282 | 14.4 |
| Colorado | 519,092 | 71,348 | 13.7 |
| New Mexico | 271,040 | 102,994 | 38.0 |
| Texas | 2,510,358 | 505,214 | 20.1 |
| Total | 8,144,330 | 1,397,586 | 17.2 |
| *West* | | | |
| Alaska | 71,797 | 479 | 0.7 |
| Idaho | 174,472 | 3,338 | 1.9 |
| Montana | 127,059 | 910 | 0.7 |
| Nevada | 119,180 | 3,633 | 3.0 |
| Oregon | 455,141 | 4,502 | 1.0 |
| Utah | 303,152 | 9,839 | 3.2 |
| Washington | 791,260 | 12,692 | 1.6 |
| Wyoming | 79,091 | 4,504 | 5.7 |
| Total | 2,121,152 | 39,897 | 1.9 |
| TOTAL U.S. | 43,353,567 | 2,002,776 | 4.6 |

**Source:** Fall 1968 HEW Title VI Survey

*Includes enrollment information for District of Columbia. Enrollment totals for Hawaii are not available.

**Minute differences in the sum of numbers and totals are due to computer rounding.

In the Northeast, New York has by far the largest number of Spanish surnamed students. More Spanish surnamed pupils attend school in the State of New York than in any other State except California and Texas. In the North Central area, the majority are in the States of Illinois and Michigan. There are almost as many Spanish surnamed pupils in Illinois as in either Arizona or Colorado. In the Far West, in addition to California, the greatest numbers are concentrated in the States of Utah and Washington.

### B. Mexican American Enrollment in the Southwest

More than eight million pupils attend public schools in the Southwest. Approximately 71 percent are Anglo, 17 percent are Mexican American, 10 percent are black, and nearly all of the remainder are Orientals and American Indians. (See Table 2.) More than 80 percent of the Mexican American students in the Southwest attend schools in California and Texas. Nearly 50 percent are in California alone.

However, Mexican Americans constitute the highest proportion of enrollment in New Mexico [38 percent]. In other words, there are fewer Anglo pupils for every Mexican American pupil in New Mexico [approximately 1.4.:1] than in the other States. In California the ratio of Anglo to Mexican American pupils is more than 5:1 and in Texas it is about 3:1.

In all five Southwestern States the percentage of pupils who are Mexican American is greater in elementary schools than in intermediate and secondary schools.[45] As shown in Table 3, the proportion of enrollment that is Mexican American decreases from 18.6 percent at the elementary level to 16.0 percent at the intermediate and 14.8 percent at the secondary level. (Also see Appendix Table I, on p. 94.) The percentage of enrollment that is black also declines from lower to higher grades, but the proportion of enrollment that is Anglo increases markedly at higher levels.[46]

In addition to the important variations in the distribution of the Mexican Americans in school populations among the States, there also is significant variation in their distribution within each of the States. (See Table 4 and Figure 1, a map of the Southwest.)

The concentration of the Mexican American school population is most extreme in Texas. It is estimated that approximately 315,000 students, or nearly two-thirds of the Mexican American enrollment in this State, are located in 27 counties along the Mexican border or a short distance from it. In this area, three of every five students are Mexican American compared to one of every five for the State as a whole.

**TABLE 2.**
**ETHNIC COMPOSITION OF ENROLLMENT IN THE SOUTHWEST**

| State | Anglo | | Mexican American | | Black | | Other* | | Total** | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Number | Percent of Total Enrollment | Number | Percent of Total Enrollment | Number | Percent of Total Enrollment | Number | Percent of Total Enrollment | Number | Percent |
| California | 3,323,478 | 74.2 | 646,282 | 14.4 | 387,978 | 8.7 | 119,642 | 2.7 | 4,477,381 | 100.0 |
| Texas | 1,617,840 | 64.4 | 505,214 | 20.1 | 379,813 | 15.1 | 7,492 | 0.3 | 2,510,358 | 100.0 |
| New Mexico | 142,092 | 52.4 | 102,994 | 38.0 | 5,658 | 2.1 | 20,295 | 7.5 | 271,040 | 100.0 |
| Arizona | 262,526 | 71.6 | 71,748 | 19.6 | 15,783 | 4.3 | 16,402 | 4.4 | 366,459 | 100.0 |
| Colorado | 425,749 | 82.0 | 71,348 | 13.7 | 17,797 | 3.4 | 4,198 | 0.8 | 519,092 | 100.0 |
| Southwest** | 5,771,684 | 70.9 | 1,397,586 | 17.2 | 807,030 | 9.9 | 168,030 | 2.0 | 8,144,330 | 100.0 |

**Source:** Fall 1968 HEW Title VI Survey
*Includes American Indians and Orientals
**Minute differences between the sum of numbers and totals are due to computer rounding.

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[45] For purposes of this report, elementary schools are those which have no grade higher than the ninth and in which the lowest grade does not exceed the fifth. Secondary schools are those in which the highest grade is the tenth or more and the lowest grade is not less than the sixth. Intermediate schools are those which house any combination of grades from 6 to 9. Schools which have a grade structure not falling within the categories given above are counted among intermediate schools. However, throughout the Southwest, approximately 95 percent of all schools which are classified as intermediate schools actually house some combination of grades 6 through 9. Intermediate schools comprise close to this same proportion in every State except Arizona and Colorado. In Arizona all schools classified as intermediate schools house some combination of these grades. In Colorado, approximately 85 percent of the intermediate schools house some combination of grades 6 through 9.

[46] It is hypothesized that three major factors are responsible for the higher proportion of Mexican Americans in lower grades: (1) a higher birthrate for Mexican Americans; (2) a high rate of grade repetition, particularly in the early years of elementary school; and (3) a high attrition or dropout rate, especially in junior and senior high schools.

### TABLE 3.
### NUMBER AND PERCENT OF ENROLLMENT BY ETHNIC GROUP AND SCHOOL LEVEL: THE SOUTHWEST*

| Ethnic Group by School Level | Number of Pupils | Percent of Total Pupils |
|---|---|---|
| **Elementary** | | |
| Anglos | 3,209,813 | 68.8 |
| Mexican Americans | 866,774 | 18.6 |
| Blacks | 490,264 | 10.5 |
| Others | 101,809 | 2.1 |
| TOTAL | 4,668,660 | 100.0 |
| **Intermediate** | | |
| Anglos | 1,043,391 | 71.6 |
| Mexican Americans | 233,106 | 16.0 |
| Blacks | 154,261 | 10.5 |
| Others | 27,060 | 1.9 |
| TOTAL | 1,457,818 | 100.0 |
| **Secondary** | | |
| Anglos | 1,518,480 | 75.3 |
| Mexican Americans | 297,707 | 14.8 |
| Blacks | 162,505 | 8.1 |
| Others | 39,162 | 1.9 |
| TOTAL | 2,017,854 | 100.0 |
| **All School Levels** | | |
| Anglos | 5,771,684 | 70.9 |
| Mexican Americans | 1,397,586 | 17.2 |
| Blacks | 807,030 | 9.9 |
| Other | 168,030 | 2.0 |
| TOTAL | 8,144,330 | 100.0 |

**Source**: Fall 1968 HEW Title VI Survey

*Minute differences between the sum of numbers and totals are due to computer rounding.

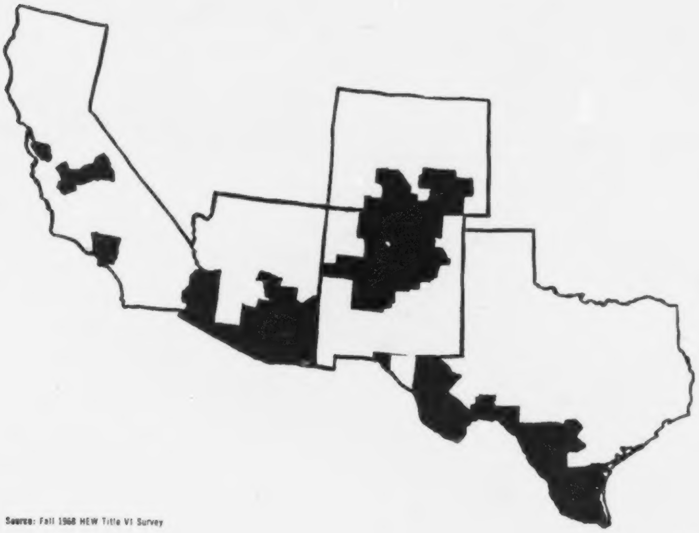
In the other States the Mexican American pupils are somewhat more widely dispersed. In California most are in the southern part of the State centering around Los Angeles; however, sizable numbers are in counties in the central valley and coastal areas. Three counties [Los Angeles, Fresno, and Santa Clara] contain about 50 percent of the Mexican American enrollment. However, only 18 percent of the combined enrollment of these counties is Mexican American, a figure which is only slightly higher than the 14 percent which this group constitutes of total State enrollment. A large geographic area comprising north-

## TABLE 4.
## REGIONAL CONCENTRATION OF MEXICAN AMERICAN PUPILS WITHIN STATES

| Area of State | Number of Counties in Area | Estimated Total Enrollment in Area | Percent of Total State Enrollment in Area | Estimated Mexican American Enrollment in Area | Mexican American Enrollment in State | Percent of Total Mexican American Enrollment in Area |
|---|---|---|---|---|---|---|
| Central and Southern California | 3 | 1,860,322 | 41.5 | 327,563 | 646,282 | 50.7 |
| South and West Texas | 27 | 535,329 | 21.3 | 314,905 | 505,214 | 62.3 |
| Northern New Mexico | 11 | 139,151 | 51.3 | 64,600 | 102,994 | 62.7 |
| Southern Arizona | 7 | 131,164 | 35.8 | 38,751 | 71,748 | 54.0 |
| Southern Colorado | 10 | 56,487 | 10.9 | 22,387 | 71,348 | 31.4 |

Source: Fall 1968 HEW Title VI Survey

Figure 1. REGIONAL CONCENTRATION OF MEXICAN AMERICAN PUPILS WITHIN STATES.



Source: Fall 1968 HEW Title VI Survey

ern New Mexico and southern Colorado also has a substantial Mexican American enrollment. In Colorado, 10 sparsely populated counties include about 10 percent of the total enrollment of the State but almost one-third of all Mexican American students. In New Mexico, 60 percent of the Mexican American enrollment is located in 11 counties in the northern part of the State. This area accounts for 50 percent of the State's total enrollment. In southern Arizona, seven counties encompass nearly 55 percent of the Mexican American enrollment but approximately 35 percent of the State's total enrollment.

### CONCENTRATION OF MEXICAN AMERICAN ENROLLMENT IN LARGE URBAN SCHOOL DISTRICTS

| State | Major Urban School District(s) | Percent of States' Mexican American Enrollment |
|---|---|---|
| Arizona | Tucson | 19.2 |
| California | Los Angeles | 20.2 |
| Colorado | Denver | 26.1 |
| | Pueblo | 13.5 |
| New Mexico | Albuquerque | 27.3 |
| Texas | San Antonio | 9.1 |
| | El Paso | 6.7 |
| | Houston | 6.3 |

**Source:** Fall 1968 HEW Title VI Survey

The majority of the Mexican American pupils in the Southwest attend school in urban districts.[47] Nearly 60 percent are in the 179 districts that have total enrollments of 10,000 pupils or more and 40 percent are located in the 47 districts which enroll 25,000 and more. Moreover, as the following tabulation shows, several of the largest urban districts in the Southwest account for a significant proportion of this enrollment. With the exception of the Houston School District in Texas and the Denver School District in Colorado, these large districts are located in that region of each State respectively in which Mexican American pupils are concentrated. (See Table 4 on p. 19.)[48] The Los Angeles Unified School District contains slightly more than 20 percent of all Mexican American pupils in the entire State of California and about 40 percent of those found in the central and southern parts of the State. The Mexican American students in the Denver School District and the districts situated in southern Colorado represent nearly 60 percent of the total Mexican American enrollment in Colorado.

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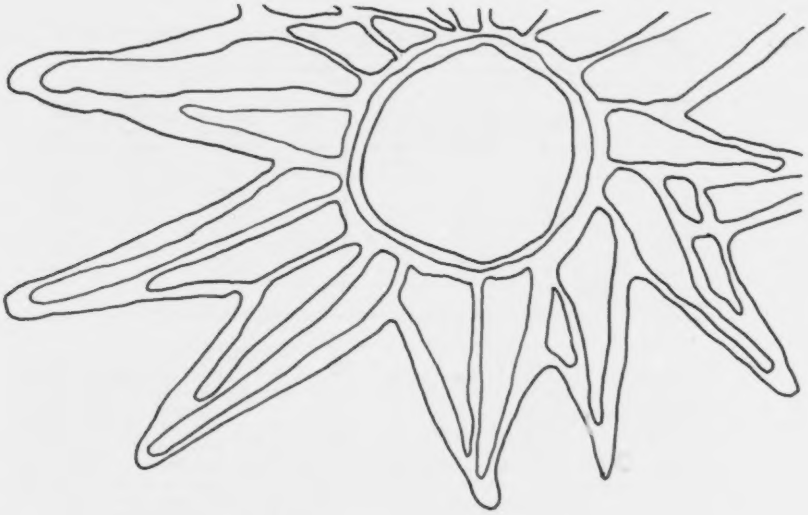
[47] Urban districts are those located in urban places or metropolitan areas identified by the U. S. Bureau of the Census.

[48] The Mexican American enrollment in the Tucson, Ariz.; Los Angeles, Calif.; Pueblo, Colo.; Albuquerque, N. Mex.; and San Antonio and El Paso, Tex. school districts is included among that shown in Table 4.



# CHAPTER II. ETHNIC ISOLATION OF MEXICAN AMERICAN PUPILS BY SCHOOL AND DISTRICT

Mexican American pupils, in addition to being unevenly distributed among the five Southwestern States and within each of the States, are also unevenly distributed among school districts and individual schools. To some extent the uneven distribution reflects the concentration of Mexican Americans in certain geographic areas of these States. Very often, however, their proportion in districts and schools bears little resemblance to their proportion in the larger community where the school and district are located.

In this chapter the extent of isolation of Mexican American students will be examined first by school district and then by schools within these districts. The interrelation of school and district as it affects isolation will also come under observation. Throughout, the focus is on Mexican American pupils, although some facts concerning the isolation of Anglo pupils are, from time to time, used for comparative purposes.

## A. Isolation by School District [49]

An estimated 206 districts of approximately 1,800 school districts in the Southwest which have an enrollment of 300 or more students are predominantly[50] Mexican American. They account for about 404,000 Mexican American pupils, or nearly 30 percent of this group's total enrollment

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[49] As defined by HEW and used in this study, a school district is "an administrative unit at the local level which exists primarily to operate [public] schools. . . . [This unit] may or may not be coterminous with county, city or town boundaries." HEW, Office of Education, *State Educational Records and Report Series, Handbook II, Financial Accounting for Local and State School Systems*, Washington, GPO, 1957, p. 215.

[50] In this report, the Commission has used two terms to describe the extent of isolation. *Predominantly* denotes schools or districts in which the students of a particular ethnic group make up 50 percent or more of the enrollment. *Nearly all* indicates that 80 to 100 percent of the students are of a particular ethnic background.

TABLE 5.
MEXICAN AMERICAN PUPILS IN PREDOMINANTLY MEXICAN AMERICAN DISTRICTS

| | Districts 50–100 Percent Mexican American | | | Districts 80–100 Percent Mexican American | | | |
|---|---|---|---|---|---|---|---|
| **State** | **Number of Districts** | **Number of Pupils in Districts** | **Percent of Total Mexican American Enrollment in State** | **Number of Districts** | **Number of Pupils in Districts** | **Percent of Total Mexican American Enrollment in State** | **Mexican American Total State Enrollment** |
| Texas | 94 | 291,398 | 57.7 | 31 | 107,140 | 21.2 | 505,214 |
| California | 57 | 54,741 | 8.5 | 5 | 5,149 | 0.8 | 646,282 |
| New Mexico | 31 | 38,891 | 37.8 | 9 | 17,117 | 16.6 | 102,994 |
| Arizona | 15 | 12,125 | 16.9 | 0* | 0 | 0 | 71,748 |
| Colorado | 9 | 6,568 | 9.2 | 2 | 1,736 | 2.4 | 71,348 |
| Southwest | 206 | 403,723 | 28.9 | 46 | 131,142 | 9.4 | 1,397,586 |

**Source:** Fall 1968 HEW Title VI Survey
*No districts 80 to 100 percent Mexican American in Arizona were included in the Fall 1968 HEW Title VI Survey.

in the Southwest. (See Table 5.) With some exceptions, these 206 districts are located in those geographic areas in the five States having the heaviest concentration of Mexican American pupils. (See above, pp. 18-25 and Figure 1 on p. 19.)

Texas contains the greatest number of Mexican American pupils in predominantly [50 percent or more] Mexican American districts. Ninety-four districts, almost all of which are in the southern part of the State[51], contain about 290,000 Mexican American pupils, or nearly 60 percent of the Mexican American enrollment in Texas. They also account for more than 70 percent of all Mexican American pupils in the Southwest who are in predominantly Mexican American districts. Of those Mexican American students who are in predominantly Mexican American districts, 107,000 [about 20 percent of the Mexican American enrollment in Texas] are in 31 districts that have enrollments that are nearly all [80 percent or more] Mexican American. Most of these districts are situated in the extreme southern tip of Texas. Of the four outside this area, the largest are in the vicinity of San Antonio and El Paso.

Among the other States, most of the predominantly Mexican American districts are found in either California or New Mexico. In California 57 districts have predominantly Mexican American enrollments. Most are small; their combined enrollment is only about 55,000. They are located in the agricultural valleys extending from Imperial County on the Mexican border as far north as San Joaquin County, immediately east of San Francisco. There are also small clusters of these districts in the coastal region extending from San Diego to Monterey, about 100 miles south of San Francisco. Only five of the predominantly Mexican American districts have enrollments that are nearly all Mexican American. About 1 percent of the Mexican American enrollment of California is found in schools in these districts.

In New Mexico there are nearly 39,000 Mexican American pupils in 31 predominantly Mexican American districts. Most are in the north near the Colorado border. However, several are in the Albuquerque and Santa Fe areas and in the south in the Gadsen (Doña Ana County) and Hidalgo County areas. Nine districts containing 17,000 pupils, or more than 15 percent of the total Mexican American enrollment, are nearly all Mexican American. With few exceptions, these districts are in the northern half of the State.

Enrollments in predominantly Mexican American districts in Arizona and Colorado are small. Fifteen predominantly Mexican American districts in Arizona, all of them close to the Mexican border, contain about 17 percent of the State's Mexican American enrollment. In Colorado, less than

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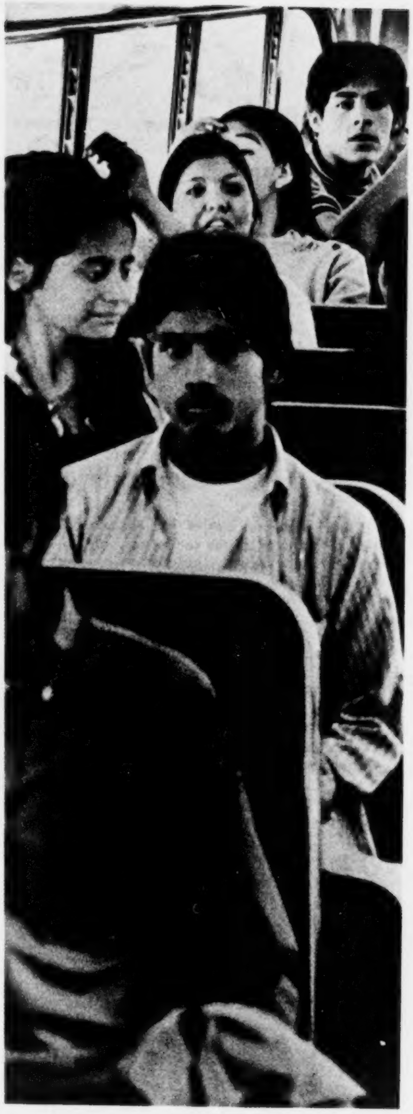
[51] There are 1,231 school districts in Texas. See HEW, Office of Education, National Center for Educational Statistics, *Education Directory, Public School Systems, 1968/69, Part 2,* Washington, GPO, 1968. p. 7.

10,000 Mexican American pupils are in predominantly Mexican American districts. For the most part, they are located in the southern counties near New Mexico.

Although predominantly Mexican American school districts usually reflect the regional concentrations of the Mexican American school population, this is not always the case. Even in areas with a high Mexican American enrollment, it is not unusual to find a predominantly Mexican American district adjoining one that is largely Anglo. Thus, in Nueces County, Tex. [the Corpus Christi area], Robstown School District, which is 87 percent Mexican American, and West Oso, 77 percent Mexican American, adjoin Callalen Independent School District, which is 84 percent Anglo. In Val Verde County in south Texas, the San Felipe School District, which is 96 percent Mexican American borders on Del Rio School District, which is 54 percent Anglo. In northern New Mexico, the Española School District, 83 percent Mexican American, is contiguous with the Los Alamos School District, which is 88 percent Anglo. In southern Colorado, Center Consolidated School District, 59 percent Mexican American, adjoins entirely Anglo Summit School District.

The contiguity of predominantly Mexican American and Anglo school districts is not limited to rural or small communities. It is also found in large metropolitan areas which are served by several school districts. School districts in metropolitan settings generally have larger enrollments. Consequently, differences in the ethnic composition of the enrollment of any two adjoining districts necessarily affect a greater proportion of a State's total enrollment than is affected in the smaller, nonmetropolitan districts. The discussion that follows examines the pattern and extent of isolation in the school districts of one such metropolitan areas, San Antonio, Tex.

The San Antonio Metropolitan Area encompasses all of Bexar and Guadalupe Counties within which there are all or part of 29 separate school districts.[62] Nineteen of these districts are in Bexar



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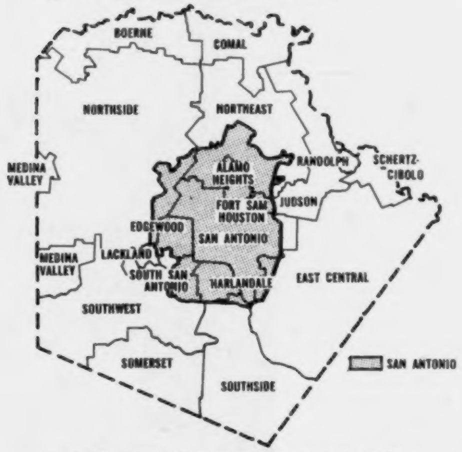
[62] The multitude of school districts in the San Antonio Metropolitan Area is characteristic of other metropolitan areas in the Southwest. Only Odessa, Tex. and Albuquerque, N. Mex. are served by a single school district whose boundaries are coterminous with those of their own metropolitan area.

Figure 2. BEXAR COUNTY SCHOOL DISTRICTS.


BOERNE
COMAL
NORTHSIDE
NORTHEAST
MEDINA VALLEY
ALAMO HEIGHTS
RANDOLPH
SCHERTZ-CIBOLO
JUDSON
FORT SAM HOUSTON
EDGEWOOD
SAN ANTONIO
MEDINA VALLEY
LACKLAND
SOUTH SAN ANTONIO
HARLANDALE
EAST CENTRAL
SOUTHWEST
SOMERSET
SOUTHSIDE
SAN ANTONIO

Source: Research and Planning Council, *Bold Plan for Bexar County*, March 23, 1964

County, where the city of San Antonio is located.[53] Of these, 13 fall entirely or partly inside the city limits of San Antonio or are in suburbs that border the city.[54] (See Figure 2, a map on p. 17.) Two of the 13 are situated on military reservations.

Nearly half of the 186,000 pupils enrolled in these 13 districts are Mexican American; 44 percent are Anglo. Nearly all of the remainder are blacks. (See Table 6.) There is distinct evidence of ethnic isolation among the 13 districts. Approximately 82,000 Mexican American students, or better than 90 percent of the Mexican American enrollment, are in five predominantly Mexican American school districts—Edgewood, Harlandale, San Antonio, South San Antonio, and Southside. Sixty percent of the Anglo public school pupils in the area are in the eight predominantly Anglo districts which surround the central part of the city.[55] Six of these districts have enrollments that are more than 80 percent Anglo. Each of the eight Anglo districts borders on one or more of the predominantly Mexican American districts. For example, Northside Independent School District, which is about 82 percent Anglo, adjoins Edgewood, which is nearly 90 percent Mexican American. North East and Alamo Heights, with enrollments more than 85 percent Anglo, are contiguous to the predominantly Mexican American San Antonio School District.

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[53] U. S. Bureau of the Census figures indicate that in 1960 more than 18 percent of all Mexican American people in Texas resided in the San Antonio Metropolitan Area.

[54] Discussion is limited to these 13 districts. Enrollment information is available for only three of the other 16 districts in Bexar and Guadalupe Counties. Because these districts lie some distance from the city of San Antonio and the other districts in the San Antonio urban area, they have been excluded from this discussion.

[55] Alamo Heights, East Central, Fort Sam Houston, Judson, Lackland, North East, Northside, and Southwest.

## TABLE 6.
## ETHNIC COMPOSITION OF ENROLLMENT, 13 SCHOOL DISTRICTS, SAN ANTONIO

| District | Total Enrollment | Anglos | | Mexican Americans | | Other Minorities | |
|---|---|---|---|---|---|---|---|
| | | Number | Percent of District Enrollment | Number | Percent of District Enrollment | Number | Percent of District Enrollment |
| Edgewood. | 22,221 | 863 | 3.9 | 19,924 | 89.7 | 1,434 | 6.4 |
| Southside | 2,094 | 544 | 26.0 | 1,529 | 73.0 | 21 | 1.0 |
| Harlandale | 16,940 | 6,460 | 38.1 | 10,458 | 61.7 | 22 | 0.1 |
| San Antonio | 79,353 | 21,310 | 26.9 | 46,188 | 58.2 | 11,855 | 14.9 |
| South San Antonio | 7,429 | 3,198 | 43.0 | 4,090 | 55.1 | 141 | 1.9 |
| SUBTOTAL | 128,037 | 32,375 | 25.3 | 82,189 | 64.2 | 13,473 | 10.5 |
| North East | 25,772 | 23,708 | 92.0 | 1,903 | 7.4 | 161 | 0.6 |
| Lackland | 927 | 804 | 86.7 | 29 | 3.1 | 94 | 10.1 |
| Judson | 2,156 | 1,855 | 86.0 | 274 | 12.7 | 27 | 1.2 |
| Alamo Heights | 5,166 | 4,399 | 85.2 | 731 | 14.2 | 36 | 0.7 |
| Fort Sam Houston | 1,513 | 1,256 | 83.0 | 128 | 8.5 | 129 | 8.5 |
| Northside | 16,837 | 13,766 | 81.8 | 2,705 | 16.1 | 366 | 2.2 |
| East Central* | 2,856 | 1,987 | 69.6 | 709 | 24.8 | 160 | 5.6 |
| Southwest* | 2,636 | 1,569 | 59.5 | 1,024 | 38.8 | 43 | 1.6 |
| SUBTOTAL | 57,863 | 49,344 | 85.3 | 7,503 | 13.0 | 1,016 | 1.8 |
| TOTAL | 185,900 | 81,719 | 44.0 | 89,692 | 48.2 | 14,489 | 7.8 |

**Source:** Fall 1968 HEW Title VI Survey

*These districts were not surveyed by the HEW in fall 1968. Data concerning the ethnic composition of their enrollment are taken from: USCCR Staff Report, *A Study of Equality of Educational Opportunity for Mexican Americans in Nine School Districts of the San Antonio Area*, December 1968. Information for this report was obtained during the same month the other districts responded to the HEW survey.

The Mexican American pupils in San Antonio, South San Antonio, Harlandale, Edgewood, and Southside School Districts[66] represent nearly 30 percent of all Mexican American students in Texas who are in predominantly Mexican American school districts and more than 15 percent of the total Mexican American enrollment of the State.

### B. Isolation by School

In addition to their concentration in a small number of districts, Mexican American pupils tend to be concentrated in a comparatively small number of schools. About 635,000 Mexican American students, or 45 percent of this group's total enrollment in the Southwest, attend predominantly Mexican American schools. They are in about 1,500 schools, which account for a little more than 10 percent of the more than 13,000 public schools in the region. (See Table 7.) More than one-fifth of all Mexican American pupils attend about 600 schools which have an enrollment that is nearly all Mexican American. These schools comprise about 5 percent of all schools in the Southwest. Two percent of all schools have enrollments which are 95 percent or more Mexican American. They contain approximately 10 percent of all Mexican American students in the Southwest.[67]

Among the five States, isolation is most pronounced in Texas and least pronounced in California. As indicated in Table 7, 16 percent of all schools in Texas are predominantly Mexican American and contain approximately 335,000 Mexican American pupils, or 66 percent of this group's enrollment in the State.[68] Forty percent of

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[66] These are five of 1,231 public school districts in Texas. See HEW, Office of Education, National Center for Educational Statistics, *Education Directory, Public School Systems, 1968–69, Part 2*, Washington, GPO, 1968, p. 7.

[67] These schools and those 80 percent or more Mexican American are included among those that are predominantly Mexican American.

[68] Note that more than one-half of all Mexican American pupils in the Southwest who attend predominantly Mexican American schools are in Texas.

## TABLE 7.
## DISTRIBUTION OF SCHOOLS AND MEXICAN AMERICAN ENROLLMENT BY PERCENT OF MEXICAN AMERICAN PUPILS IN THE SCHOOLS *

| Percent Mexican American | Total Number of Schools | Percent of Schools | Total Mexican American Enrollment | Percent of Mexican American Students |
|---|---|---|---|---|
| **California** | | | | |
| 95–100 | 17 | 0.3 | 17,601 | 2.7 |
| 80–94 | 80 | 1.2 | 46,702 | 7.2 |
| 50–79 | 315 | 4.8 | 113,964 | 17.6 |
| Subtotal | 412 | 6.3 | 178,267 | 27.5 |
| 35–49 | 374 | 5.7 | 100,776 | 15.6 |
| 20–34 | 779 | 11.8 | 133,476 | 20.6 |
| 0–19 | 5,025 | 76.3 | 233,763 | 36.2 |
| Subtotal | 6,178 | 93.8 | 468,015 | 72.4 |
| TOTAL | 6,590 | 100.0 | 646,282 | 100.0 |
| **Texas** | | | | |
| 95–100 | 193 | 4.4 | 104,081 | 20.6 |
| 80–94 | 179 | 4.0 | 97,794 | 19.4 |
| 50–79 | 357 | 8.1 | 133,455 | 26.4 |
| Subtotal | 729 | 16.5 | 335,330 | 66.4 |
| 35–49 | 231 | 5.2 | 45,570 | 9.0 |
| 20–34 | 373 | 8.4 | 50,236 | 9.9 |
| 0–19 | 3,097 | 69.9 | 74,080 | 14.7 |
| Subtotal | 3,701 | 83.5 | 169,886 | 33.6 |
| TOTAL | 4,430 | 100.0 | 505,214 | 100.0 |
| **New Mexico** | | | | |
| 95–100 | 35 | 6.0 | 6,579 | 6.4 |
| 80–94 | 55 | 9.4 | 15,207 | 14.8 |
| 50–79 | 161 | 27.6 | 46,654 | 45.3 |
| Subtotal | 251 | 43.0 | 68,440 | 66.5 |
| 35–49 | 59 | 10.1 | 14,248 | 13.8 |
| 20–34 | 71 | 12.2 | 9,995 | 9.7 |
| 0–19 | 202 | 34.6 | 10,310 | 10.0 |
| Subtotal | 332 | 56.9 | 34,553 | 33.5 |
| TOTAL | 583 | 100.0 | 102,994 | 100.0 |
| **Arizona** | | | | |
| 95–100 | 5 | 1.0 | 2,151 | 3.0 |
| 80–94 | 14 | 2.7 | 5,400 | 7.5 |
| 50–79 | 59 | 11.4 | 21,811 | 30.4 |
| Subtotal | 78 | 15.1 | 29,362 | 40.9 |
| 35–49 | 48 | 9.2 | 11,767 | 16.4 |
| 20–34 | 94 | 18.1 | 17,625 | 24.6 |
| 0–19 | 299 | 57.6 | 12,997 | 18.1 |
| Subtotal | 441 | 84.9 | 42,389 | 59.1 |
| TOTAL | 519 | 100.0 | 71,748 | 100.0 |
| **Colorado** | | | | |
| 95–100 | 3 | 0.3 | 373 | 0.5 |
| 80–94 | 16 | 1.5 | 3,726 | 5.2 |
| 50–79 | 74 | 7.0 | 19,165 | 26.9 |
| Subtotal | 93 | 8.8 | 23,264 | 32.6 |
| 35–49 | 45 | 4.3 | 9,120 | 12.8 |
| 20–34 | 129 | 12.2 | 16,545 | 23.2 |
| 0–19 | 787 | 74.6 | 22,422 | 31.4 |
| Subtotal | 961 | 91.1 | 48,087 | 67.4 |
| TOTAL | 1,054 | 100.0 | 71,348 | 100.0 |
| **Southwest** | | | | |
| 95–100 | 254 | 1.9 | 130,785 | 9.4 |
| 80–94 | 344 | 2.6 | 168,829 | 12.1 |
| 50–79 | 972 | 7.3 | 335,048 | 24.0 |
| Subtotal | 1,570 | 11.8 | 634,662 | 45.5 |
| 35–49 | 759 | 5.7 | 181,479 | 13.0 |
| 20–34 | 1,455 | 11.0 | 227,878 | 16.3 |
| 0–19 | 9,415 | 71.4 | 353,570 | 25.3 |
| Subtotal | 11,629 | 88.1 | 762,927 | 54.6 |
| TOTAL | 13,199 | 100.0 | 1,397,586 | 100.0 |

**Source:** Fall 1968 HEW Title VI Survey.

*Minute differences between the sum of the numbers and totals are due to computer rounding.

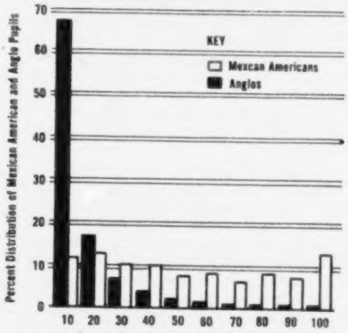
all Mexican American pupils are in schools that are nearly all Mexican American. More than 100,000, or about one-fifth of the Mexican American enrollment, are found in schools 95 to 100 percent Mexican American, but these schools represent less than 5 percent of all schools in the State.

In contrast, only 6 percent of the schools in California are predominantly Mexican American, and they contain less than 30 percent of the Mexican American enrollment. Ten percent of the pupils are in schools that are nearly all Mexican American, and less than 3 percent attend schools which have enrollments 95 percent or more Mexican American.[59]

Among the other States, New Mexico, two-fifths of whose enrollment is Mexican American, has the highest proportion of Mexican American students in predominantly Mexican American schools. An important comparison can be made between the degree of isolation of Mexican Americans in New Mexico and Texas. Both States have nearly the same proportion of Mexican American pupils [about 65 percent] in predominantly Mexican American schools, yet 43 percent of New Mexico's schools but only 16 percent of Texas' schools are predominantly Mexican American. Moreover, 20 percent of Texas' Mexican American students but only about 6 percent of those in New Mexico are in schools 95 percent or more Mexican American. Thus, the intensity of isolation is obviously much greater in Texas.

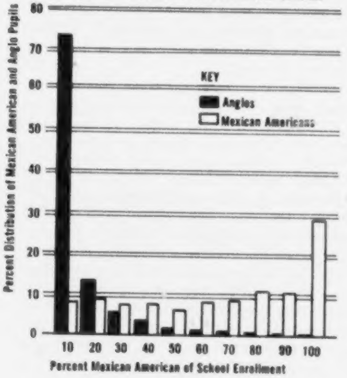
A corollary to the isolation of Mexican American pupils in predominantly Mexican American schools is the corresponding isolation of Anglos in schools that nave a low Mexican American enrollment. Figure 3a graphically illustrates the extent of separation of Mexican American and Anglo pupils by school for the Southwest as a whole. The horizontal axis at the bottom of the graph indicates, at 10 percent intervals, the Mexican American composition of the schools from 0 to 100 percent. The vertical axis at the side shows the percent of Anglo and Mexican American pupils in each 10 percent interval. For example, in the Southwest as a whole, 12 percent of Mexican Americans are in schools 0 to 10 percent Mexican

Figure 3a. DISTRIBUTION OF MEXICAN AMERICAN AND ANGLO PUPILS BY PERCENT MEXICAN AMERICAN OF SCHOOL ENROLLMENT: THE SOUTHWEST.



Source: Fall 1968 HEW Title VI Survey

Figure 3b. DISTRIBUTION OF MEXICAN AMERICAN AND ANGLO PUPILS BY PERCENT MEXICAN AMERICAN OF SCHOOL ENROLLMENT: TEXAS.



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[59] The average size of these schools is large, however, averaging more than 1,000 pupils. Most are believed to be in the Los Angeles Unified School District.

American and 14 percent are in schools 90 to 100 percent. A minute 0.1 percent of Anglo pupils are in schools 90 to 100 percent Mexican American, whereas 67 percent attend schools that have an enrollment 0 to 10 percent Mexican American. Moreover, 2,717,500 [47 percent] of all Anglo pupils are in schools that have an enrollment that is less than 5 percent Mexican American. The fact that more than 70 percent of the pupils in the Southwest are Anglo only partly accounts for such a preponderance of majority group pupils in schools with an attendance of so few Mexican Americans.

The graph in Figure 3b shows the concentration of Mexican American and Anglo pupils in separate schools in Texas, the State in which ethnic isolation is most marked. Almost three-fourths of the Anglo pupils and only about 7 percent of the Mexican Americans are in schools 0 to 10 percent Mexican American. Schools 90 to 100 percent Mexican American contain less than 1 percent of all Anglos and nearly 30 percent of all Mexican Americans in Texas.

In the Southwest as a whole, isolation of Mexican Americans is most pronounced at the elementary school level. (See Table 8.) At the elementary level, more than one-half of the total Mexican American enrollment attends predominantly Mexican American schools, including one-fourth who attend schools nearly all Mexican American. At the secondary school level, 36 percent are in predominantly Mexican American schools, including about 14 percent who are in schools nearly all Mexican American.

Differences in the extent of isolation between school levels are more pronounced in Texas and New Mexico than in any of the other Southwestern States. In Texas, 70 percent of all elementary Mexican American pupils are in predominantly Mexican American schools, including almost 50 percent in schools nearly all Mexican American. At the intermediate and secondary levels about 60 percent are in predominantly Mexican American schools, including almost 50 percent in schools nearly all Mexican American. At the intermediate and secondary levels about 60 percent are in predominantly Mexican American schools, and about 30 percent attend schools in which nearly all pupils are of this ethnic background. In New Mexico 75 percent of all Mexican American students at the elementary level attend predominantly Mexican American schools. However, proportionately fewer are in schools nearly all Mexican American

### TABLE 8.
### MEXICAN AMERICANS IN PREDOMINANTLY MEXICAN AMERICAN SCHOOLS BY SCHOOL LEVEL *

| State | Number in Schools 50–100 Percent Mexican American | Percent in Schools 50–100 Percent Mexican American | Number in Schools 90–100 Percent Mexican American | Percent in Schools 90–100 Percent Mexican American |
|---|---|---|---|---|
| **California** | | | | |
| Elementary | 132,906 | 32.8 | 45,943 | 11.4 |
| Intermediate | 23,886 | 22.9 | 8,361 | 8.0 |
| Secondary | 21,475 | 15.6 | 9,998 | 7.3 |
| TOTAL | 178,266 | 27.6 | 64,302 | 9.9 |
| **Texas** | | | | |
| Elementary | 218,411 | 69.9 | 145,555 | 46.6 |
| Intermediate | 52,911 | 59.6 | 27,556 | 31.0 |
| Secondary | 64,006 | 61.5 | 28,764 | 27.6 |
| TOTAL | 335,328 | 66.4 | 201,876 | 40.0 |
| **New Mexico** | | | | |
| Elementary | 44,076 | 74.7 | 16,647 | 28.2 |
| Intermediate | 9,842 | 49.7 | 1,497 | 7.6 |
| Secondary | 14,521 | 59.9 | 3,641 | 15.0 |
| TOTAL | 68,440 | 66.5 | 21,785 | 21.2 |
| **Arizona** | | | | |
| Elementary | 22,279 | 46.7 | 6,948 | 14.6 |
| Intermediate | 1,752 | 26.8 | 603 | 9.2 |
| Secondary | 5,330 | 30.5 | 0 | 0 |
| TOTAL | 29,361 | 40.9 | 7,551 | 10.5 |
| **Colorado** | | | | |
| Elementary | 18,000 | 41.8 | 3,310 | 7.0 |
| Intermediate | 3,256 | 23.7 | 0 | 0 |
| Secondary | 2,007 | 13.8 | 788 | 5.4 |
| TOTAL | 23,262 | 32.6 | 4,098 | 5.7 |
| **Southwest** | | | | |
| Elementary | 435,672 | 50.3 | 218,403 | 25.2 |
| Intermediate | 91,648 | 39.3 | 38,018 | 16.3 |
| Secondary | 107,338 | 36.0 | 43,191 | 14.5 |
| TOTAL | 634,656 | 45.5 | 299,613 | 21.5 |

Source: Fall 1968 HEW Title VI Survey

*Differences between the sum of the numbers and totals are due to computer rounding.

in New Mexico [30 percent] than in Texas [50 percent]. At the secondary level in New Mexico, nearly 60 percent are in predominantly Mexican American schools but only 15 percent are in schools in which nearly all of the enrollment is Mexican American.

A much lower proportion of Mexican American students is isolated at the various school levels in California and Colorado. In Colorado about 40 percent of the Mexican American students at the elementary level attend predominantly Mexican American schools, but less than 10 percent are in schools in which nearly all pupils are of this ethnic group. At the secondary level, the corresponding percentages are 14 and 5 respectively. Of all Southwestern States, California has the lowest proportion of elementary school Mexican American pupils in predominantly Mexican American schools; only one-third attend schools of this enrollment composition. Slightly more than 10 percent are in schools that are nearly all Mexican American. At the secondary level 15 percent of the Mexican American students are in predominantly Mexican American schools, including 7 percent who are in schools nearly all Mexican American.

## C. The Relationship Between School and District Ethnic Composition

The previous discussion has dealt with the isolation of Mexican Americans by school and district separately. In reality this dichotomy does not exist. District ethnic composition is dependent on the composition of all the schools in the district, and school ethnic composition reflects the residential patterns of the community the district serves and the policies and practices of the school district administration.

In the remainder of this chapter the relationship between the enrollment composition of these two basic administrative units of the public school system will be examined in two ways: (1) the extent to which Mexican American pupils attend predominantly Mexican American schools because the district in which the school is located is also predominantly Mexican American and (2) the extent to which the Mexican American composition of schools does not reflect that of the district—the concept of ethnic imbalance.

### 1. The Relationship Between District Ethnic Composition and the Concentration of Mexican Americans in Predominantly Mexican American Schools

The concentration of Mexican American pupils in predominantly Mexican American schools is explained in part by the fact that many are enrolled in school districts in which at least one-half of the enrollment is Mexican American. Nearly 60 percent of the 635,000 Mexican American children enrolled in predominantly Mexican American schools in the Southwest are also in predominantly Mexican American districts.

**PERCENTAGE OF MEXICAN AMERICAN PUPILS IN PREDOMINANTLY MEXICAN AMERICAN SCHOOLS WHO ARE ISOLATED BY DISTRICT**

| State | (1) Total Pupils In Schools 50-100 Percent Mexican American | (2) Number of Pupils in Col. (1) Who Are In Districts 50-100 Percent Mexican American | (3) Percent of Pupils in Schools 50-100 Mexican American That Are In Districts 50-100 Percent Mexican American Col. (2) ÷ Col. (1) |
|---|---|---|---|
| Texas | 335,330 | 264,139 | 78.8 |
| California | 178,267 | 47,245 | 26.5 |
| New Mexico | 68,440 | 37,902 | 55.4 |
| Arizona | 29,362 | 11,323 | 38.6 |
| Colorado | 23,264 | 5,403 | 23.2 |
| Southwest* | 634,662 | 366,012 | 57.7 |

**Source**: Fall 1968 HEW Title VI Survey

*Minute differences between the sum of the numbers and totals are due to computer rounding.

In Texas and New Mexico proportionately more of the students in predominantly Mexican American schools are also in districts that are 50 percent or more Mexican American. Thus, in New Mexico the proportion so situated exceeds 55 percent and in Texas it approaches 80 percent. In contrast, in Colorado fewer than one-fourth of the students in predominantly Mexican American schools are found in predominantly Mexican American districts.

### 2. The Concept of Ethnic Imbalance

Ethnic imbalance as used in this study is a measure of the difference between the Mexican American composition of a school and that of the district in which the school is located. If the Mexican American composition of a school does not reasonably approximate that of the district, the school is ethnically imbalanced. In determining a reasonable approximation, or standard of deviation between school and district, a tolerance of 15 percentage points above or below the Mexican American composition of the district is permitted.[60] Thus, in a district that is 60 percent Mexican American, any school that is more than 75 percent Mexican American or less than 45 percent Mexican American is considered to be ethnically imbalanced. In a district 25 percent Mexican American, any school that is more than 40 percent Mexican American or less than 10 percent Mexican American is ethnically imbalanced.

### 3. Ethnic Imbalance in the Southwest

Findings from (1) the comparison of the Mexican American composition of the schools in the Southwest to that of the districts in which they are located and (2) the application of the 15 percent standard of deviation indicate that a considerable proportion of the Mexican American pupils in the Southwest attend ethnically imbalanced schools. About 30 percent of the pupils are enrolled in schools that have a disproportionately high Mexican American composition above the 15 percent deviation. (See Table 9. Also see Appendix Tables IIa to IIf, pp. — to pp. — from which the data in Table 9 are derived.) Three percent are in schools that have disproportionately low Mexican American enrollments below the 15 percent deviation. Nearly two-thirds of all Mexican American pupils are in ethnically balanced schools.

The extent of ethnic imbalance does not differ substantially among the five States. In each State about one-fourth to one-third of the Mexican American pupils are in schools that have a high Mexican American enrollment. Between approximately 60 and 70 percent are in balanced schools,

**TABLE 9.**
**MEXICAN AMERICAN PUPILS IN ETHNICALLY BALANCED AND IMBALANCED SCHOOLS**

| State | Schools with Disproportionately High Mexican American Enrollment* | | Ethnically Balanced Schools** | | Schools with Disproportionately Low Mexican American Enrollment*** | | Total Mexican American Pupils**** |
|---|---|---|---|---|---|---|---|
| | Number of Mexican American Pupils | Percent of Total Mexican American Pupils | Number of Mexican American Pupils | Percent of Total Mexican American Pupils | Number of Mexican American Pupils | Percent of Total Mexican American Pupils | |
| Texas | 173,051 | 34.3 | 307,658 | 60.9 | 24,507 | 4.8 | 505,214 |
| California | 182,861 | 28.3 | 455,284 | 70.4 | 8,137 | 1.3 | 646,282 |
| New Mexico | 26,941 | 26.2 | 70,639 | 68.6 | 5,413 | 5.3 | 102,994 |
| Arizona | 21,511 | 30.0 | 47,580 | 66.3 | 2,660 | 3.7 | 71,748 |
| Colorado | 22,549 | 31.6 | 47,536 | 66.6 | 1,266 | 1.8 | 71,348 |
| Southwest**** | 426,912 | 30.5 | 928,694 | 66.5 | 41,983 | 3.0 | 1,397,586 |

**Source:** Fall 1968 HEW Title VI Survey

*Schools in which the Mexican American composition is above the 15 percent standard of deviation.
**Schools whose Mexican American composition is within the 15 percent deviation.
***Schools in which the Mexican American composition is below the 15 percent deviation.
****Minute differences between the sum of the numbers and totals are due to computer rounding.

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[60] The measure of ethnic imbalance used by the Commission in this report resembles the measures of imbalance utilized by the State of California. The major difference is that the California method includes all racial and ethnic groups in measuring imbalance. For a brief description of the California method and its results, see p. 38.

and about 5 percent or less are in schools that have a disproportionately low Mexican American composition.

Even in Texas and New Mexico, the two States in which proportionately more Mexican American students are in predominantly Mexican American schools, the extent of ethnic imbalance does not differ appreciably from that in other States. As noted above on pp. 22, the majority of Mexican Americans who are in predominantly Mexican American schools in Texas and New Mexico are separated in predominantly Mexican American districts. As a consequence, although two-thirds of the Mexican American enrollment in each State is isolated in predominantly Mexican American schools, many of these schools fall within the 15 percent standard of deviation and are ethnically balanced.

In all States but Texas the largest school district accounts for a significant percentage of the Mexican American students within the State who are in schools that have a disproportionately high Mexican American enrollment. Each of these districts contains proportionately more of the students in these imbalanced schools than their share of the total Mexican American enrollment in each State. The Denver School District serves about 26 percent of the Mexican American pupils in Colorado but about 48 percent of those who are in imbalanced schools. The Los Angeles Unified School District contains approximately 20 percent of all Mexican American students in California but 45 percent of those who are in imbalanced schools. Tucson School District contains nearly 20 percent of all Mexican American pupils in Arizona but about 47 percent of those who are in imbalanced schools. Finally, Albuquerque School District which enrolls approximately 27 percent of the Mexican American pupils in New Mexico contains nearly 60 percent of those students who are in imbalanced schools.

Although these four large school districts account for much of the ethnic imbalance in their respective States, imbalance is not necessarily contingent on the size of the district. There is considerable ethnic imbalance in small or medium sized districts as well. Moreover, the extent of imbalance is not influenced by the ethnic composition of the district. Imbalanced schools can be found in both predominantly Mexican American and pre-

dominantly Anglo districts. The discussion which follows examines the extent of ethnic imbalance in six school districts in the Southwest. Two of these districts have large enrollments; four are small districts. The school districts are equally divided among those that are predominantly Mexican American and those that are predominantly Anglo.

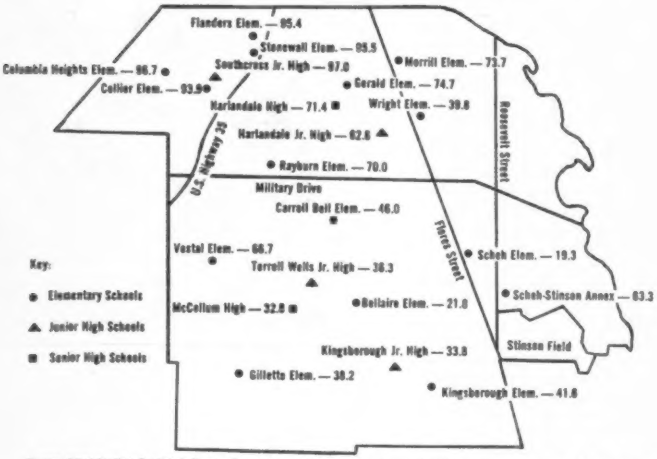
### 4. Ethnic Imbalance in Predominantly Mexican American Districts

Since about three-fourths of all Mexican American pupils in the Southwest who are in predominantly Mexican American districts are in Texas, the discussion here will be confined to representative districts in that State. These districts are Harlandale Independent School District (ISD), which has a large enrollment, and Crockett County Common School District and Pearsall Independent School District, both of which are small.

**Harlandale Independent School District (ISD),** is located in the south central part of the city of San Antonio. It has 21 schools and a total enrollment of approximately 17,000 pupils. About 62 percent of the students are Mexican American and 38 percent are Anglo. (See Appendix Table III on p. 98.)

The ethnic composition of Harlandale's schools reveals a distinct pattern of ethnic separation. (See Figure 4, a map on page32.) Most Anglo pupils attend schools situated in the southern two-thirds of the district below Military Drive. The Mexican American enrollment is found primarily in the northern part of the district above Military Drive; the heaviest concentration is in schools west of U.S. Highway 35.

Figure 4. LOCATION AND MEXICAN AMERICAN COMPOSITION OF SCHOOLS IN HARLANDALE INDEPENDENT SCHOOL DISTRICT, SAN ANTONIO, TEXAS.


Flanders Elem. — 95.4
Stonewall Elem. — 95.5
Columbia Heights Elem. — 96.7
Southcross Jr. High — 97.0
Morrill Elem. — 73.7
Collier Elem. — 93.9
Gerald Elem. — 74.7
Harlandale High — 71.4
Wright Elem. — 39.8
Harlandale Jr. High — 62.8
Rayburn Elem. — 70.0
U.S. Highway 35
Roosevelt Street
Military Drive
Carroll Bell Elem. — 46.0
Flores Street
Vestal Elem. — 66.7
Scheh Elem. — 19.3
Terrell Wells Jr. High — 36.3
Key:
● Elementary Schools
▲ Junior High Schools
■ Senior High Schools
Scheh-Stinson Annex — 63.3
McCollum High — 32.8
Bellaire Elem. — 21.8
Stinson Field
Kingsborough Jr. High — 33.8
Gillette Elem. — 38.2
Kingsborough Elem. — 41.8

Sources: School location—San Antonio Planning Commission. **School Master Plan,** October 12, 1967, p. 17. School composition—Fall 1968 HEW Title VI Survey.

**Elementary Schools**—Harlandale ISD maintains 14 elementary schools which enroll nearly 9,400 pupils. The elementary school enrollment is about 64 percent Mexican American and 35 percent Anglo. Most of the elementary schools are ethnically imbalanced. (See Table 10.) The application of the 15 percent standard of deviation to the Mexican American enrollment[81] in each of the schools indicates that almost one-half of the Mexican American elementary school pupils are in four imbalanced schools in which the Mexican American enrollment is disproportionately high. Another 30 percent are in ethnically balanced schools and about 20 percent are in imbalanced schools that have a disproportionately low Mexican American composition.

**Junior and Senior High Schools**—About 3,800 pupils are enrolled in the four junior high schools in Harlandale. The ethnic composition of the total junior high enrollment approximates that in the elementary schools. The extent of ethnic imbalance also closely resembles that found among elementary schools. Nearly one-half of the Mexican American junior high students attend schools that have a high Mexican American enrollment. About 30 percent are in ethnically balanced schools, and the remainder are in schools that have a low Mexican American composition.

Both of the senior high schools, Harlandale and McCollum, are ethnically imbalanced. Harlandale contains nearly 70 percent of the Mexican American senior high school pupils and, thus, has a high Mexican American enrollment. The Mexican

TABLE 10.
NUMBER AND PERCENT OF MEXICAN AMERICAN PUPILS IN BALANCED AND IMBALANCED SCHOOLS, HARLANDALE INDEPENDENT SCHOOL DISTRICT, SAN ANTONIO, TEXAS

| Percent Mexican American by Grade Level and Range | Percent of Total Enrollment at Grade Level that Is Mexican American | Number of Schools | Mexican American Enrollment | Percent of Total Mexican American Enrollment at Grade Level |
|---|---|---|---|---|
| *Elementary Schools* | (64.4) | | | |
| 0– 49.3* | | 6 | 1,251 | 20.8 |
| 49.4– 79.4** | | 4 | 1,849 | 30.6 |
| 79.5–100 *** | | 4 | 2,928 | 48.6 |
| Total | | 14 | 6,028 | 100.0 |
| *Junior High Schools* | (64.3) | | | |
| 0– 49.4* | | 2 | 477 | 19.4 |
| 49.3– 79.3* | | 1 | 780 | 31.7 |
| 79.4–100 *** | | 1 | 1,206 | 49.0 |
| Total | | 4 | 2,463 | 100.0 |
| *Senior High School* | (52.2) | | | |
| 0– 37.1* | | 1 | 598 | 31.4 |
| 37.2– 67.2** | | 0 | 0 | 0 |
| 67.3–100 *** | | 1 | 1,308 | 68.6 |
| Total | | 2 | 1,906 | 100.0 |

**Source:** Fall 1968 HEW Title VI Survey
*Imbalanced schools with a disproportionately low Mexican American enrollment (below the 15 percent deviation)
**Balanced schools (within 15 percent deviation)
***Imbalanced schools with a disproportionately high Mexican American enrollment (above the 15 percent deviation)

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[81] The proportion of the enrollment that is Mexican American in each elementary school is examined to determine whether it falls within a range of 15 percent above or below the proportion of the combined elementary school enrollment that is Mexican American.

American composition of McCollum is disproportionately low.

**All Schools**—The majority of all Mexican American students in the district attend imbalanced schools. Fifty-two percent are in schools that have a disproportionately high Mexican American enrollment and approximately 22 percent are in schools which have a disproportionately low proportion of Mexican American students. Only about one-fourth are in ethnically balanced schools.

In *Crockett County Consolidated Common School District*, located in West Texas, an extreme degree of ethnic imbalance exists among the elementary schools. The district serves approximately 1,100 students, 52 percent of whom are Mexican American and 47 percent of whom are Anglo. (See Appendix Table IV on p. 99.) Two elementary schools, one junior high, and one senior high are maintained by the district. Mexican American pupils are almost completely segregated at the elementary level. All but one of the 405 Mexican American pupils attend one school while the entire Anglo enrollment is confined to the other.

About three-fourths of the 2,000 students attending school in *Pearsall ISD* (South Texas) are Mexican American. (See Appendix Table V on p. 99.) Nearly all of the remainder of the enrollment is Anglo. The district operates five schools, two of which are primary schools serving grades one through three. Mexican Americans and Anglos are almost completely segregated during these early school years. All 117 Anglo pupils attend one primary school where they comprise about 70 percent of the enrollment. The other primary school is entirely Mexican American and contains approximately 90 percent of the Mexican American primary school enrollment in the district.

### 5. Ethnic Imbalance in Predominantly Anglo School Districts

The extent of ethnic imbalance in three predominantly Anglo districts is examined below. These districts are Tucson Public School District No. 1 in Arizona, Eagle County School District Re-50J in Colorado, and North Monterey County Union School District in California.

Tucson Public School District No. 1 is composed of 75 schools with a total enrollment of approximately 54,000 pupils. Almost 68 percent of the school district's pupils are Anglo, 26 percent are Mexican American, and about 5 percent are black. (See Appendix Table VI on pp. 100-01.) The ethnic composition of the schools in Tucson follows a distinct pattern of ethnic concentration. (See Figures 5a to 5c, maps on pp. 35-36.) Anglo students are found primarily in the schools located in the northeastern half of the city. The Mexican American enrollment is in the southwestern part of the city, with heaviest concentration in the area around the Santa Cruz River, Aviation Highway, and Davis-Monthan Air Force Base. Pockets of black enrollment are scattered throughout the west central part of the city, mainly around the Air Force Base and the University of Arizona.

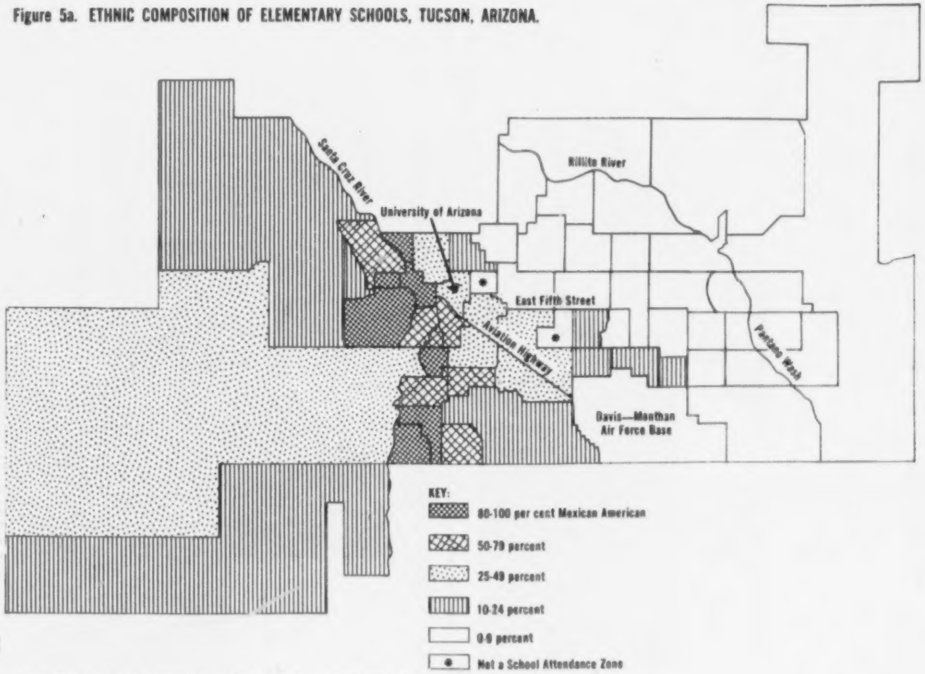
**Elementary Schools**—The public school system of Tucson has 55 elementary schools which enroll approximately 29,000 pupils. About 64 percent of these pupils are Anglo, 28 percent are Mexican American, and nearly all of the remaining 8 percent are black. Fourteen schools are predominantly Mexican American; they contain almost two-thirds of the Mexican American elementary school enrollment in the district. Seven of the 14 schools are nearly all-Mexican American and account for slightly more than 35 percent of this group's elementary enrollment.

Ethnic imbalance is prevalent among Tucson's elementary schools. (See Table 11.) About 70 percent of the 8,200 Mexican Americans in elementary schools are in 16 schools that have a disproportionately high Mexican American enrollment. About 18 percent are in balanced schools and 11 percent are in schools that have a disproportionately low Mexican American enrollment.

**Junior and Senior High Schools**—Approximately 7,800 students are enrolled in Tucson's 11 junior high schools. Seventy-five percent of the enrollment is Anglo, 21 percent is Mexican American, and 4 percent is black. Two schools are predominantly Mexican American. They contain approximately 60 percent of the Mexican American enrollment at the junior high school level.

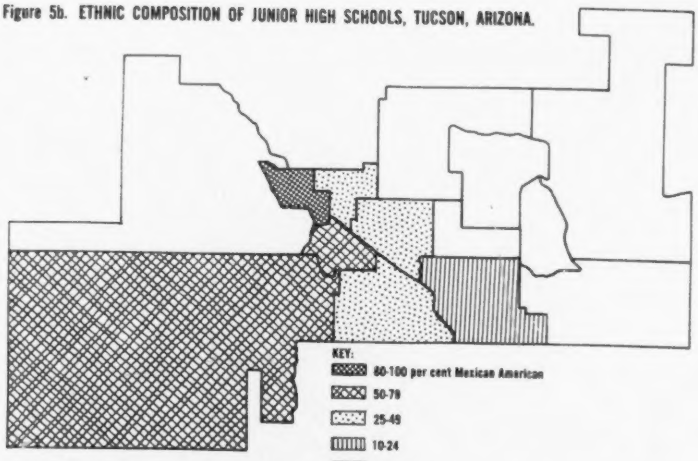
There is considerable ethnic imbalance among the junior high schools. About 70 percent of the Mexican American junior high school students go to schools which have a disproportionately high Mexican American enrollment. About 12 percent are in schools that have a disproportionately low

Figure 5a. ETHNIC COMPOSITION OF ELEMENTARY SCHOOLS, TUCSON, ARIZONA.


Rillito River
Santa Cruz River
University of Arizona
East Fifth Street
Aviation Highway
Pantano Wash
Davis—Monthan Air Force Base
KEY:
▩ 80-100 per cent Mexican American
▨ 50-79 percent
░ 25-49 percent
▥ 10-24 percent
☐ 0-9 percent
● Not a School Attendance Zone

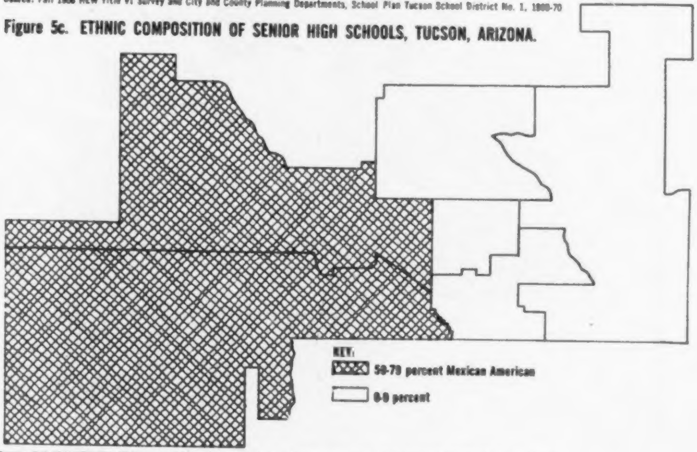
Source: Fall 1968 HEW Title VI Survey and City and County Planning Departments, School Plan Tucson School District No. 1, 1969-70

Figure 5b. ETHNIC COMPOSITION OF JUNIOR HIGH SCHOOLS, TUCSON, ARIZONA.


KEY:
▩ 80-100 per cent Mexican American
▨ 50-79
▒ 25-49
▥ 10-24
☐ 0-9

Source: Fall 1968 HEW Title VI Survey and City and County Planning Departments, School Plan Tucson School District No. 1, 1969-70

Figure 5c. ETHNIC COMPOSITION OF SENIOR HIGH SCHOOLS, TUCSON, ARIZONA.


KEY:
▨ 50-79 percent Mexican American
☐ 0-9 percent

Source: Fall 1968 HEW Title VI Survey and City and County Planning Departments, School Plan Tucson School District No. 1, 1969-70

Mexican American enrollment. Sixteen percent are in balanced schools.

The six senior high schools of Tucson have approximately 16,000 students, of whom 71 percent are Anglo, 23 percent are Mexican American, and 4 percent are black. All six schools are ethnically imbalanced. Two, Pueblo and Tucson, are predominantly Mexican American and contain more than four-fifths of the Mexican American enrollment. In the other four schools, Rincón, Palo Verde, Catalina, and Sahuaro, less than 10 percent of the enrollment is Mexican American.

### TABLE 11.
### NUMBER AND PERCENT OF MEXICAN AMERICAN PUPILS IN BALANCED AND IMBALANCED SCHOOLS, TUCSON, ARIZONA

| Percent Mexican American by Grade Level and Range | Percent of Total Enrollment at Grade Level That Is Mexican American | Number of Schools | Mexican American Enrollment | Percent of Total Mexican American Enrollment |
|---|---|---|---|---|
| **Elementary Schools** | (28.2) | | | |
| 0– 13.1* | | 28 | 914 | 11.1 |
| 13.2– 43.2** | | 11 | 1,490 | 18.1 |
| 43.3–100.0*** | | 16 | 5,817 | 70.8 |
| Total | | 55 | 8,221 | 100.0 |
| **Junior High Schools** | (21.0) | | | |
| 0– 5.9* | | 6 | 204 | 12.5 |
| 6.0– 36.0**/ | | 2 | 264 | 16.1 |
| 36.1–100.0*** | | 3 | 1,169 | 71.4 |
| Total | | 11 | 1,637 | 100.0 |
| **Senior High Schools** | (23.4) | | | |
| 0– 8.3* | | 4 | 555 | 14.5 |
| 8.4– 38.4** | | 0 | 0 | 0 |
| 38.5–100.0*** | | 2 | 3,262 | 85.5 |
| Total | | 6 | 3,817 | 100.0 |
| **Special Educational Schools** | (25.7) | | | |
| 0– 10.6* | | 0 | 0 | 0 |
| 10.7– 40.7** | | 2 | 72 | 58.5 |
| 40.8–100.0*** | | 1 | 51 | 41.5 |
| Total | | 3 | 123 | 100.0 |

**Source**: Fall 1968 HEW Title VI Survey

*Schools that have a disproportionately low Mexican American enrollment (below the 15 percent deviation)

**Ethnically balanced schools

***Schools that have a disproportionately high Mexican American enrollment (above the 15 percent deviation)

**All Schools**—Approximately three-fourths of all Mexican American students in Tucson attend schools that have a disproportionately high Mexican American enrollment.[62] The remainder of the pupils are about equally distributed among balanced schools and schools that have a low Mexican American composition.

**Eagle County School District**, located in northwestern Colorado, has a small enrollment of 1,540 pupils. About 58 percent of the pupils are Anglo and nearly 42 percent are Mexican American. (See Appendix Table VII on p. 102.) The district maintains seven elementary schools, two junior-senior high schools, and one special education school.

A very high degree of ethnic imbalance characterizes the schools of the district. All of the elementary and junior-senior high schools are imbalanced. Only the special education school, which serves about a dozen students, is ethnically balanced. At the elementary level three schools, containing about 90 percent of the Mexican American elementary students, have a disproportionately high Mexican American enrollment. The ethnic composition of one of these schools is more than 95 percent Mexican American. At the junior-senior high level, one of the two schools has an enrollment that is nearly 70 percent Mexican American and houses almost 95 percent of all Mexican American pupils at this school level.

**North Monterey County Union School District** is about 100 miles south of San Francisco. The district provides education through the eighth grade[63] to approximately 3,200 students. About one-third of the enrollment is Mexican American, 62 percent is Anglo, and most of the remaining pupils are Oriental. (See Appendix Table VIII on p. 102.) Only one of the six schools in North Monterey County is ethnically balanced.[64] It contains nearly one-fourth of the Mexican American enrollment. Half of the Mexican Americans attend two imbalanced schools which are predominantly Mexican American. The other three schools in the district have a disproportionately low Mexican American composition.

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[62] This includes both those Mexican American pupils in ethnically imbalanced special education schools and those in regular elementary and junior and senior high schools. A disproportionately high Mexican American enrollment in special education schools or classes is not uncommon. Placement of Mexican American students in special education schools and classes for the educable mentally retarded will be discussed in a future Commission report.

[63] In some parts of California, separate districts provide elementary and secondary education.

### 6. Efforts to Eliminate Ethnic Imbalance: The California Experience

California, alone, of the five Southwestern States has taken official action to identify and eliminate ethnic imbalance in its schools. Title 5 of the California Administrative Code sets standards for measuring imbalance and outlines the remedies for correcting it. Its chief purpose is to eliminate and prevent imbalance caused by residential segregation. According to the administrative code, a school is imbalanced "if the percentage of pupils of one or more racial or ethnic groups differs by more than 15 percentage points from that in all the schools of the district."[65] An important provision of Title 5 is the requirement that governing boards of each school district "submit statistics sufficient to enable a determination to be made of the numbers and percentages of the various racial and ethnic groups in every public school under the jurisdiction of each . . . governing board."[66] Districts found to have imbalanced schools are required to study and consider alternative plans to correct such imbalance.

Under the mandate of Title 5, the California State Department of Education conducts annual surveys of the racial and ethnic composition of each school in the State. The department, utilizing information gathered in October 1968[67] and applying the criterion of 15 percent, has determined that 222 of California's 1,138 school districts have one or more imbalanced schools. Approximately 1,800 schools are imbalanced which represent slightly more than one-fourth of the schools in the State.[68] According to the procedure used by the department in measuring imbalance, 46 percent of the Mexican American enrollment in California is found in these imbalanced schools.[69]

In December 1969 the State department of education asked districts having imbalanced schools to file, no later than January 15, 1970, notice of their intention to study and consider possible alternative plans for preventing and eliminating such imbalance. Subsequently, 20 districts were removed from the imbalanced list for eliminating imbalance in their schools. Five others were discovered to have been incorrectly listed as having imbalanced schools. The overwhelming majority of the other districts [189] have declared an intention to study plans for eliminating imbalanced schools. Eight districts have failed to comply.[70]

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[64] In December 1969, the California State Board of Education asked districts having imbalanced schools to file notice of their intent to study plans for eliminating such imbalance. (See discussion on this page.) North Monterey County is among the few districts that have failed to comply. (See Appendix D on pp. 91 to 93.)

[65] California State Department of Education. *California Laws and Policies Relating to Equal Opportunities in Education.* Sacramento: 1969, p. 3.

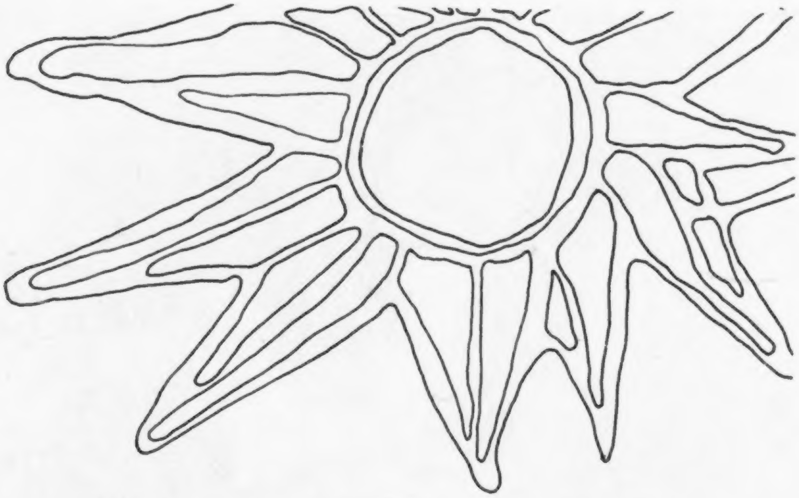
[66] *Ibid.*

[67] In 1968 the California State Department of Education did not conduct its own racial and ethnic survey but instead used the data gathered by HEW in its Fall 1968 Title VI Survey. Thus, in determining the extent of imbalance in this State, the California State Department of Education and the Commission have utilized the same source of information. In 1969 the California State Department of Education conducted its own survey. However, information for that year is not yet available.

[68] California State Department of Education. *Report to the State Board of Education.* "Procedures to Correct Racial and Ethnic Imbalance in California Public Schools." (Implementing Administrative Code, Title 5, Education, Sections 2010–2011.) Sacramento. 1970, p. 3.

[69] *Ibid.*, Figure 1, Appendix A. This figure includes Mexican American pupils who are in imbalanced schools in which either too few or too many students of one or more of the racial and ethnic groups are represented. It is higher than the percentage of Mexican American students which the Commission estimates are in imbalanced schools [29.6 percent]. (See Table 9 above on p. 30.) This discrepancy results, in part, from the fact that the Commission has counted only those pupils in schools that have an imbalanced Mexican American composition while the California department has also included those students in schools whose composition of other racial and ethnic groups is disproportionate to that of the district.

[70] *Ibid.*, pp. 4–5. A listing of all 222 districts indicating their individual status is included in Appendix Table D on pp. 91–93.



# CHAPTER III. SIZE AND ASSIGNMENT OF SCHOOL STAFF

## A. Teachers

### 1. Size of Classroom Teaching Staff

A very small proportion of the classroom teaching staff is Mexican American. Of approximately 325,000 teachers in the public schools of the Southwest, fewer than 12,000 [or 4 percent] are Mexican American. (See Table 12.) Nearly 90 percent of all teachers are Anglo; about 6 percent are black. Three-fourths of the Mexican American teachers in the Southwest are in Texas and California. Of the remainder, 15 percent are in New Mexico.

In all States Mexican Americans comprise substantially less of the teaching staff than they do of the student population. (See Figure 6.) They are most underrepresented in the teaching profession in California where only 2 percent of all teachers but 14 percent of all pupils are Mexican American. They are least underrpresented in New Mexico where 16 percent of the teachers and 38 percent of the pupils are Mexican American.

There is a corresponding overrepresentation of Anglos among teachers. Whereas in all States Mexican Americans comprise substantially less of the teaching staff than they do of the student population, among Anglos there are proportionately more classroom teachers than students. There are about four Anglo pupils for every Mexican American pupil in the Southwest. Yet the ratio of Anglo teachers to Mexican American teachers is about 25 to 1. In California there are five Anglo students for every Mexican American student but the ratio of Anglo teachers to Mexican American teachers is about 40 to 1. Even in New Mexico and Texas where the representation of Mexican Americans among teachers is better than in the other States, the comparison with Anglos is extremely unfavorable. In New Mexico there are 1.4 Anglo students for every Mexican American student, but the ratio of Anglo to Mexican American teachers is 5 to 1. In Texas there are three times as many Anglo students as Mexican American students. However,

**TABLE 12.**
**DISTRIBUTION OF CLASSROOM TEACHERS BY STATE AND ETHNIC BACKGROUND**

| State | Anglo | | Mexican American | | Black | | Others* | | Total** | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Number | Percent of Total Teachers | Number | Percent of Total Teachers | Number | Percent of Total Teachers | Number | Percent of Total Teachers | Number | Percent |
| Arizona | 13,875 | 93.9 | 514 | 3.5 | 297 | 2.0 | 92 | 0.6 | 14,779 | 100.0 |
| California | 156,941 | 91.1 | 3,769 | 2.2 | 7,798 | 4.5 | 3,739 | 2.2 | 172,267 | 100.0 |
| Colorado | 21,052 | 95.3 | 497 | 2.3 | 392 | 1.8 | 137 | 0.6 | 22,079 | 100.0 |
| New Mexico | 8,956 | 81.9 | 1,774 | 16.2 | 117 | 1.1 | 87 | 0.8 | 10,934 | 100.0 |
| Texas | 87,105 | 83.1 | 5,133 | 4.9 | 12,293 | 11.7 | 227 | 0.2 | 104,757 | 100.0 |
| Southwest** | 287,929 | 88.6 | 11,688 | 3.6 | 20,897 | 6.4 | 4,302 | 1.3 | 324,816 | 100.0 |

**Source:** Fall 1968 HEW Title VI Survey
*Includes American Indians and Orientals
**Minute differences between the sum of numbers and totals are due to computer rounding.

the ratio of Anglo to Mexican American teachers is 17 to 1. (See Figure 6 above.)

Although blacks are also underrepresented among teachers, there are more black than Mexican American teachers. There are about two Mexican American pupils for every black pupil in the Southwest. The ratio of Mexican American to black teachers, however, is roughly the reverse: there are nearly twice as many black as Mexican American teachers. In California, Mexican American enrollment exceeds black enrollment by approximately 258,000, but there are more than two black teachers for every Mexican American teacher. In Texas, although there are 125,000 more Mexican American than black pupils, there are nearly two-and-one-half times as many black as Mexican American teachers.[71] Moreover, even in Colorado, New Mexico, and Arizona, where there are more Mexican American than black teachers, the proportion of black teachers more nearly approximates their share of the enrollment.

The pupil-teacher ratio within ethnic groups, that is, the number of pupils of each ethnic and racial group to each teacher of the same group, also graphically demonstrates the extent to which Mexican Americans are underrepresented among classroom teachers. In the Southwest as a whole, there are 120 Mexican American pupils for every Mexican American teacher. Among blacks the pupil-teacher ratio is 39 to 1, and among Anglos it is 20 to 1. In each of the States the Mexican American pupil-teacher ratio is higher than that for blacks or Anglos. The disparity in the representation of Mexican Americans versus that of blacks and Anglos is greatest in California. As nearly one-half of all Mexican American students are in California, the extent to which Mexican Americans are underrepresented among classroom teachers in this State becomes an important consideration because of the large number of pupils affected.

**PUPIL-TEACHER RATIOS BY ETHNIC GROUPS**

| State | Mexican Americans | Blacks | Anglos |
|---|---|---|---|
| | Pupils-Teachers | Pupils-Teachers | Pupils-Teachers |
| Texas | 98 : 1 | 31 : 1 | 19 : 1 |
| California | 172 : 1 | 50 : 1 | 21 : 1 |
| New Mexico | 58 : 1 | 48 : 1 | 16 : 1 |
| Arizona | 140 : 1 | 53 : 1 | 19 : 1 |
| Colorado | 144 : 1 | 45 : 1 | 20 : 1 |
| Southwest | 120 : 1 | 39 : 1 | 20 : 1 |

**Source:** Fall 1968 HEW Title VI Survey

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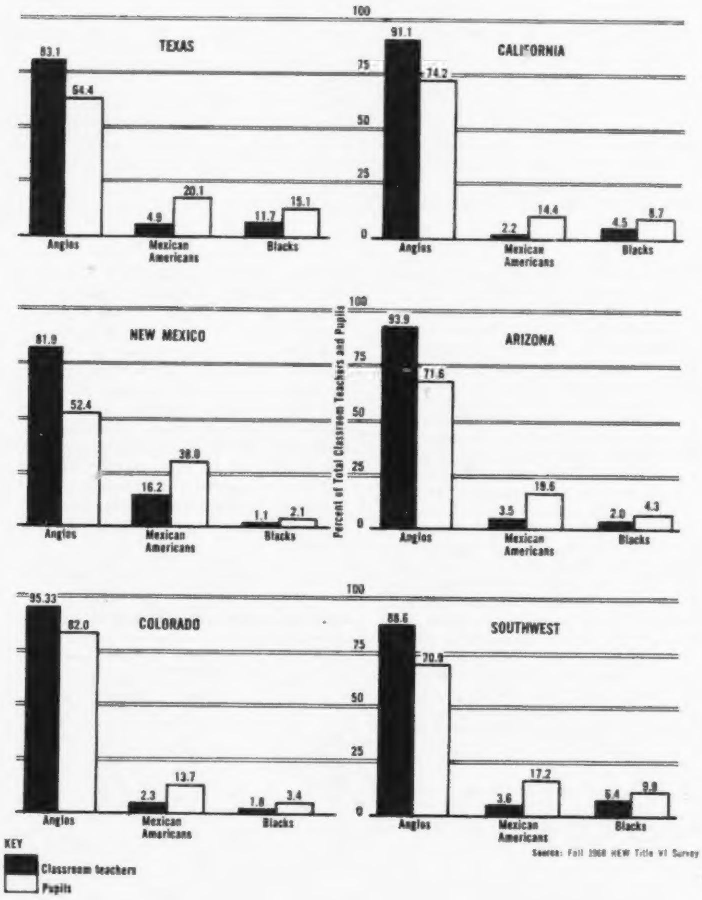
[71] Three-fifths of all black teachers in the Southwest are found in Texas. The concentration of this racial group in Texas is probably a legacy of the former dual educational system maintained by the State in which it was required by law that students and staff be of the same race.

Figure 6. COMPARATIVE REPRESENTATION OF TEACHERS AND PUPILS.



Source: Fall 1968 HEW Title VI Survey

### 2. School Assignment of Mexican American Teachers

Mexican American teachers are severely restricted in their school assignments. More than one-half [55 percent] of all Mexican American teachers in the Southwest teach in predominantly Mexican American schools. (See Table 13.) One-third are in schools that are nearly all Mexican American. Furthermore, even in schools that are predominantly Mexican American, teachers of this ethnic background make up less than one-third of the total teaching staff. The low representation of Mexican American teachers even in predominantly Mexican American schools, where they are concentrated, underscores the paucity of Mexican Americans employed as classroom teachers in the Southwest.

Proportionately more Mexican American teachers in Texas are in predominantly Mexican American schools than in any other State in the Southwest. Furthermore, only in Texas does the proportion of teachers in predominantly Mexican American schools substantially exceed that of pupils similarly situated. More than 80 percent of the approximately 5,000 Mexican American teachers compared to two-thirds of the students are in predominantly Mexican American schools. More than 60 percent of the teachers and 40 percent of the students are in schools that are nearly all Mexican American.

In New Mexico about 70 percent of all Mexican American teachers, compared to two-thirds of all students, are assigned to predominantly Mexican American schools. Twenty-five percent of the teachers and 20 percent of the pupils are in schools that are nearly all Mexican American.

In Arizona and Colorado but particularly in California, there are much lower proportions of

**TABLE 13.**
**ASSIGNMENT OF MEXICAN AMERICAN TEACHERS BY MEXICAN AMERICAN COMPOSITION OF SCHOOLS**

| Percent Mexican American in School | Arizona | California | Colorado | New Mexico | Texas | Southwest* |
|---|---|---|---|---|---|---|
| | | | Number of Mexican American Teachers | | | |
| 0– 24.9 | 213 | 2,488 | 235 | 246 | 629 | 3,812 |
| 25– 49.9 | 138 | 622 | 129 | 277 | 276 | 1,443 |
| 50– 79.9 | 130 | 383 | 83 | 809 | 1,121 | 2,526 |
| 80–100 | 33 | 275 | 51 | 442 | 3,107 | 3,907 |
| TOTAL* | 514 | 3,769 | 497 | 1,774 | 5,133 | 11,688 |
| | | | Percent Distribution of Mexican American Teachers | | | |
| 0– 24.9 | 41.4 | 66.0 | 47.3 | 13.9 | 12.3 | 32.6 |
| 25– 49.9 | 26.8 | 16.5 | 26.0 | 15.6 | 5.4 | 12.3 |
| 50– 79.9 | 25.3 | 10.2 | 16.7 | 45.6 | 21.8 | 21.6 |
| 80–100 | 6.4 | 7.3 | 10.3 | 24.9 | 60.5 | 33.4 |
| TOTAL* | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| | | | Percentage of All Teachers That Are Mexican American | | | |
| 0– 24.9 | 2.1 | 1.7 | 1.3 | 5.1 | 0.8 | 1.5 |
| 25– 49.9 | 4.9 | 3.2 | 4.8 | 13.7 | 2.8 | 3.9 |
| 50– 79.9 | 8.8 | 5.4 | 6.1 | 27.2 | 13.0 | 11.7 |
| 80–100 | 9.4 | 10.1 | 22.7 | 44.8 | 36.3 | 30.4 |
| TOTAL* | 3.5 | 2.2 | 2.3 | 16.2 | 4.9 | 3.6 |

**Source**: Fall 1968 HEW Title VI Survey
*Minute differences between the sum of numbers and totals are due to computer rounding.

FIGURE 7. LOCATION OF MEXICAN AMERICAN TEACHERS IN TEXAS BY DISTRICT AND SCHOOL

Number of Mexican American Teachers

Mexican American Composition of School.

| Mexican American Composition of District | −50% | +50% | Total<br>Total by District |
|---|---|---|---|
| −50% | 693 | 394 | 1,087 |
| 50+% | 212 | 3,834 | 4,046 |
| Total by School | 905 | 4,228 | 5,133 |

Percent of Total Mexican American Teachers

Mexican American Composition of School

| Mexican American Composition of District | −50% | +50% | Total<br>Total by District |
|---|---|---|---|
| −50% | 13.5 | 7.7 | 21.2 |
| 50+% | 4.1 | 74.7 | 78.8 |
| Total by School | 17.6 | 82.4 | 100.0 |

Source: Fall 1968 HEW VI Survey

both teachers and pupils in predominantly Mexican American schools. In California 18 percent of all Mexican American teachers and 28 percent of all Mexican American pupils are in predominantly Mexican American schools. Less than 10 percent of both Mexican American teachers and pupils are in schools nearly all Mexican American.

In Texas there is a direct correlation between the concentration of Mexican American teachers in predominantly Mexican American districts and the concentration of Mexican American teachers in predominantly Mexican American schools. As shown in Figure 7, approximately 4,050 Mexican American teachers, or nearly 80 percent, are employed by predominantly Mexican American districts. Not unexpectedly, the overwhelming number [about 3,840] are assigned to predominantly Mexican American schools. As a consequence, almost three-fourths of all Mexican American teachers in Texas are not only employed by predominantly Mexican American districts but are assigned to predominantly Mexican American schools. However, even though nearly all Mexican American teachers in predominantly Mexican American schools are employed in areas in which the school population is predominantly Mexican American, only about 25 percent of the classroom teachers assigned to these schools is Mexican American. Whereas most Mexican American teachers in Texas are employed by predominantly Mexican American districts, they are not employed in proportion to the Mexican American enrollment composition of the district.

## B. Principals

### 1. Demographic Characteristics of Principals

If Mexican Americans are underrepresented in the ranks of teachers, they are even more underrepresented as principals. Of approximately 12,000 school principals in the Southwest, less than 400 [or 3 percent] are Mexican Americans while 4 percent of classroom teachers are Mexican American. About 11,000 principals [92 percent] are Anglo; more than 450 [4 percent] are black. (See Table 14.)

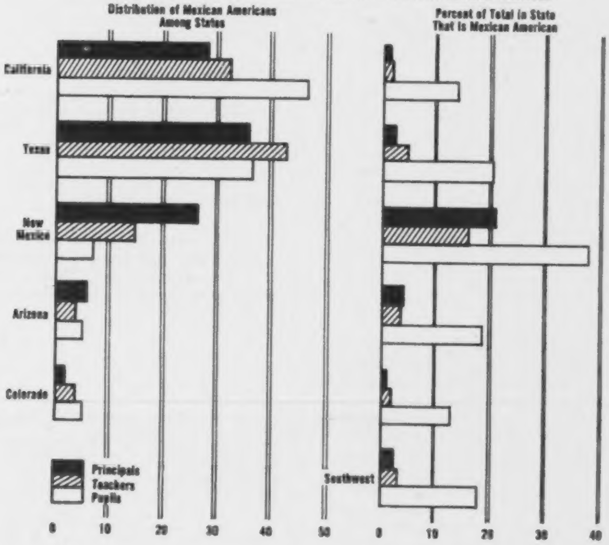
As with classroom teachers, the percentage of Mexican American principals is far below the proportion of Mexican American pupils. While 17 percent of all pupils in the Southwest are Mexican American only about 3 percent of the principals are of this ethnic background. Texas contains 35 percent of all the Mexican American principals in the Southwest, but they make up less than 4 percent of all principals in the State. In contrast, 5 percent of all of Texas' teachers and 20 percent of its students are Mexican American. Even in New Mexico and Arizona, where relatively more princi-

### TABLE 14.
### DISTRIBUTION OF PRINCIPALS BY STATE AND ETHNIC GROUP

| State | Anglo | | Mexican American | | Black | | Other* | Total** |
|---|---|---|---|---|---|---|---|---|
| | Number | Percent of Total Principals | Number | Percent of Total Principals | Number | Percent of Total Principals | Number | Number |
| California | 5,681 | 96.0 | 109 | 1.8 | 90 | 1.5 | 39 | 5,920 |
| Texas | 3,505 | 87.8 | 137 | 3.4 | 342 | 8.6 | 8 | 3,992 |
| Colorado | 777 | 97.7 | 10 | 1.3 | 5 | 0.6 | 3 | 795 |
| Arizona | 444 | 93.1 | 21 | 4.4 | 11 | 2.3 | 0 | 477 |
| New Mexico | 406 | 78.5 | 106 | 20.5 | 4 | 0.8 | 1 | 517 |
| Southwest** | 10,814 | 92.4 | 384 | 3.3 | 452 | 3.9 | 52 | 11,701 |

**Source:** Fall 1968 HEW Title VI Survey
*Includes American Indian and Orientals
**Minute differences between the sum of numbers and totals are due to computer rounding.

Figure 8. COMPARATIVE DISTRIBUTION AND REPRESENTATION OF MEXICAN AMERICAN PRINCIPALS, TEACHERS, AND PUPILS AMONG THE FIVE SOUTHWESTERN STATES.



Source: Fall 1968 HEW Title VI Survey

pals than teachers are Mexican American, the percentage of Mexican American principals is considerably below the ethnic group's proportion of the enrollment. (See Figure 8.)

### 2. School Assignment of Mexican American Principals

Overall, Mexican American principals are even more likely than either pupils or classroom teachers to be assigned to predominantly Mexican American schools. Nearly 65 percent of the Mexican American principals head predominantly Mexican American schools. By comparison, 55 percent of the teachers and 45 percent of the pupils are in such schools. More than two-fifths of all Mexican American principals are in schools that are nearly all Mexican American.

**ASSIGNMENT OF MEXICAN AMERICAN PRINCIPALS BY MEXICAN AMERICAN COMPOSITION OF SCHOOLS: THE SOUTHWEST**

| Percent Mexican American of Enrollment | Number | Percentage Distribution of Mexican American Principals | Percent of Total Principals That are Mexican American |
|---|---|---|---|
| 0– 24.9 | 84 | 21.9 | 0.9 |
| 25– 49.9 | 53 | 13.8 | 3.6 |
| 50– 79.9 | 85 | 22.1 | 10.0 |
| 80–100 | 162 | 42.2 | 31.5 |
| Total | 384 | 100.0 | 3.3 |

**Source:** Fall 1968 HEW Title VI Survey

As a corollary to the concentration of Mexican American principals in schools nearly all Mexican American, the proportion which they comprise of all principals heading such schools is almost 10 times greater than the proportion which they constitute of total principals in all schools. Nevertheless, even among schools nearly all Mexican American, they constitute less than one-third of all principals. This reflects the general low representation of Mexican Americans among school principals. In fact, so few Mexican Americans hold principalships that, although they are concentrated in schools that are heavily Mexican American, they constitute less than the majority of principals so assigned.

Of the approximately 250 Mexican American principals heading predominantly Mexican American schools in the Southwest, more than 130 or more than one-half are found in Texas.[72] Eighty [about one-third] are in New Mexico and most of the remainder [about 35] head schools in California. Of the 160 principals who are in schools nearly all Mexican American, 70 percent are located in Texas and nearly 25 percent are found in New Mexico.

As with teachers, the concentration of Mexican American principals in predominantly Mexican American schools in Texas is, for the most part, a result of the fact that almost all of them are employed by predominantly Mexican American districts in the southern part of the State. More than 120 Mexican American principals [nearly 90 percent] are in both predominantly Mexican American districts and schools. In contrast, slightly more than one-half of the Mexican American pupils in Texas are similarly situated. Even though most Mexican American principals in Texas are employed in predominantly Mexican American school population areas, less than 20 percent of the principals in predominantly Mexican American schools are of this ethnic background.

## C. Other Full-Time School Staff [73]

This section treats professional school staff (other than teachers and principals), nonprofessional school staff, and teachers' aides as three separate personnel groups. The demographic characteristics and school assignment of these three groups differ greatly.[74] The employment and assignment of Mexican Americans in nonteaching professional positions resembles that of Mexican American teachers. Very few hold these positions, and many who do are assigned to schools that have a large Mexican American enrollment. Mexican Americans are more likely to be found in nonprofessional positions than other positions in the schools. Of all school staff positions, Mexican Americans constitute the largest proportion of those employed as teachers' aides.

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[72] In Texas, 97 percent of all principals are in predominantly Mexican American schools.

[73] The discussion in the preceding sections of this report on the demographic characteristics and school assignment of Mexican American students, teachers, and principals has been based on data gathered in the Fall 1968 HEW Title VI Survey. All the sections which follow draw from the Spring 1969 Survey conducted by the Commission in districts in which 10 percent or more of the enrollment is Mexican American. This and succeeding sections include no material related to the subjects covered in the previous sections. (A more detailed explanation of the Commission and HEW surveys is provided in the Preface. See pp. 7 to 8.)

### 1. Size of Staff

**Professional Nonteaching Staff:** In districts 10 percent or more Mexican American in the Southwest, a low proportion of those employed in professional nonteaching positions are Mexican Americans. As shown in Table 15, fewer than 600 Mexican Americans, or 6 percent of the total nonteaching professional staff in the Commission's survey area,[75] hold such jobs. In contrast, approximately 30 percent of the school population is Mexican American. Mexican Americans comprise the highest percentage of those in professional positions in New Mexico and the lowest in California and Arizona, but in each of the five Southwestern States, this ethnic group is vastly underrepresented in professional positions compared to its share of the school population. (See Figure 9.)

**Nonprofessional Staff:** Mexican Americans are more likely to be found in nonprofessional jobs than as nonteaching professionals. There is wide variation, however, in the type of position Mexican Americans obtain as nonprofessional staff. Thus, nearly 30 percent of the custodians, but less than 10 percent of the secretaries are Mexican American. Mexican Americans make up the largest part of the nonprofessional school work force in New Mexico and Texas. About 55 percent and 40 percent respectively of nonprofessionals in each State are Mexican Americans. Most of these are school custodians. In New Mexico 70 percent of all school custodians and slightly more than one-fourth of all secretaries are Mexican American. In Texas the corresponding percentages are about 55 and 15. In the other three States as well, Mexican Americans substantially comprise more of the custodial than of the secretarial personnel.

**TABLE 15. NUMBER AND PERCENT OF NONTEACHING FULL-TIME STAFF* IN THE SOUTHWEST****

| (1) Position | (2) Total Number of Staff | (3) Number of Mexican American Staff | (4) Percent of Total Staff That is Mexican American Col. (3) ÷ Col. (2) |
|---|---|---|---|
| **Nonteaching Professionals** | | | |
| Assistant Principals | 2,164 | 120 | 5.5 |
| Counselors | 3,388 | 184 | 5.4 |
| Librarians | 2,216 | 80 | 3.6 |
| Others*** | 1,780 | 192 | 10.8 |
| Total | 9,548 | 576 | 6.0 |
| **Nonprofessionals** | | | |
| Secretaries | 12,036 | 1,144 | 9.5 |
| Custodians | 20,488 | 5,768 | 28.2 |
| Total | 32,524 | 6,912 | 21.3 |
| **Teachers' Aides******* | 7,688 | 2,608 | 33.9 |

**Source:** USCCR Spring 1969 Survey

*Since the employment and assignment of Mexican American principals has been discussed already, these nonteaching professionals are not treated in this section of the report.

**Districts 10 percent or more Mexican American.

***"Others" includes such professionals as activities directors, subject matter specialists, and nurses, all at the school level.

****Teachers' aides cannot be accurately grouped or placed into either the professional or nonprofessional categories. They are usually considered as paraprofessionals.

**Teachers' Aides:** In the Commission's survey area, proportionately more teachers' aides than nonteaching professionals, nonprofessionals, or students are Mexican American. The higher representation of Mexican Americans among teachers' aides than pupils largely reflects the employment

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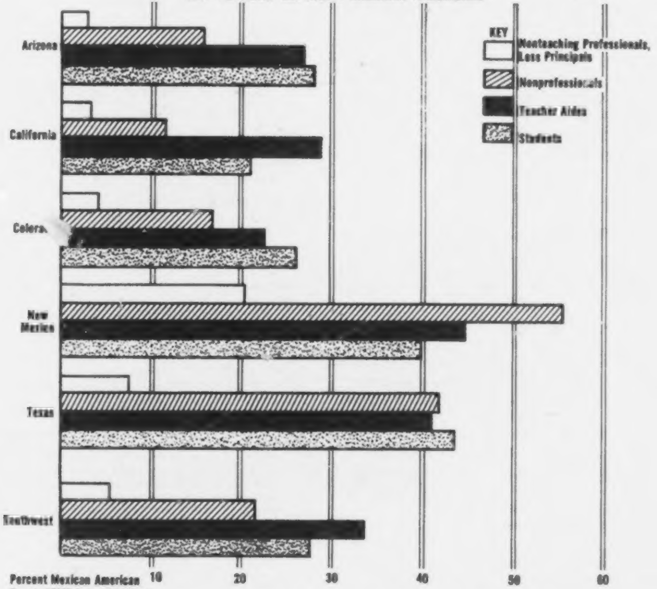
[74] Professional nonteaching school staff includes such positions as principals, assistant principals, counselors, librarians, and nurses. Although principals are nonteaching professionals, their demography and school assignment are not discussed in this section. Detailed information concerning them was available from HEW, and they, with teachers, were covered in previous sections. Nonprofessionals include secretaries and custodians. Teachers' aides are often regarded as paraprofessionals and do not fit well into either the professional or nonprofessional categories.

[75] The terms "districts 10 percent or more Mexican American", "the Commission's survey area", and "survey area" are used synonomously in this report.

**Figure 9. REPRESENTATION OF MEXICAN AMERICAN SCHOOL STAFF AND STUDENTS IN DISTRICTS TEN PERCENT OR MORE MEXICAN AMERICAN.**



Source: USCCR Spring 1969 Survey

*Note: In districts 10 percent or more Mexican American in the Southwest 28.5 percent of the enrollment is Mexican American compared to 17.2 percent in all districts of the region. For corresponding percentage differences in each of the States, see Table 2, p. 14.

patterns in California. This State and New Mexico are the only ones in which a higher percentage of teachers' aides than pupils are Mexican American. About 40 percent of all Mexican American teachers' aides in the Southwest are employed in California.

### 2. School Assignment

**Professional Nonteaching Staff:** Except for counselors, the majority of Mexican American nonteaching professionals are assigned to predominantly Mexican American schools. There is a rather even distribution of the Mexican American counselors regardless of school composition. A much larger proportion of the other Mexican American nonteaching professionals, such as assistant principals and librarians, is concentrated in schools that are 75 percent or more Mexican American. (See Table 16.)

However, regardless of the pattern of school assignment in all professional nonteaching positions, Mexican Americans are most highly visible in schools that are 75 percent or more Mexican American. Generally, the greater the Mexican American composition of the enrollment, the greater the proportion of Mexican Americans

## TABLE 16.
## EMPLOYMENT OF MEXICAN AMERICAN SCHOOL STAFF BY MEXICAN AMERICAN COMPOSITION OF SCHOOL ENROLLMENT IN DISTRICTS 10 PERCENT OR MORE MEXICAN AMERICAN: THE SOUTHWEST

| Positions Held by Mexican Americans | Mexican American Composition of Schools | | | |
|---|---|---|---|---|
| | 0-24 Percent | 25-49 Percent | 50-74 Percent | 75-100 Percent |
| *Nonteaching Professionals* | | | | |
| Assistant Principals | | | | |
| Number | 24 | 8 | 24 | 64 |
| Percent of Mexican Americans | 20.0 | 6.7 | 20.0 | 53.3 |
| Percent of Total in Position | 1.8 | 1.6 | 15.0 | 38.1 |
| Counselors | | | | |
| Number | 56 | 48 | 24 | 56 |
| Percent of Mexican Americans | 30.4 | 26.1 | 13.0 | 30.4 |
| Percent of Total in Position | 2.6 | 6.3 | 9.8 | 25.5 |
| Librarians | | | | |
| Number | 8 | 16 | 8 | 48 |
| Percent of Mexican Americans | 10.0 | 20.0 | 10.0 | 60.0 |
| Percent of Total in Position | 0.7 | 3.0 | 3.3 | 20.0 |
| Other Nonteaching Professionals | | | | |
| Number | 40 | 52 | 28 | 72 |
| Percent of Mexican Americans | 20.8 | 27.1 | 14.6 | 37.5 |
| Percent of Total in Position | 4.2 | 13.0 | 16.3 | 27.3 |
| *Nonprofessionals* | | | | |
| Secretaries | | | | |
| Number | 224 | 224 | 188 | 508 |
| Percent of Mexican Americans | 19.6 | 19.6 | 16.4 | 44.4 |
| Percent of Total in Position | 3.1 | 8.3 | 17.7 | 50.0 |
| Custodians | | | | |
| Number | 2,040 | 1,316 | 980 | 1,432 |
| Percent of Mexican Americans | 35.4 | 22.8 | 17.0 | 24.8 |
| Percent of Total in Position | 16.5 | 29.3 | 53.8 | 79.2 |
| *Teachers' Aides* | | | | |
| Number | 296 | 560 | 548 | 1,204 |
| Percent of Mexican Americans | 11.3 | 21.5 | 21.0 | 46.2 |
| Percent of Total in Position | 10.6 | 28.6 | 48.9 | 66.6 |
| *Pupils* | | | | |
| Number | 258,280 | 295,008 | 202,880 | 329,028 |
| Percent of Mexican Americans | 23.8 | 27.2 | 18.7 | 30.3 |

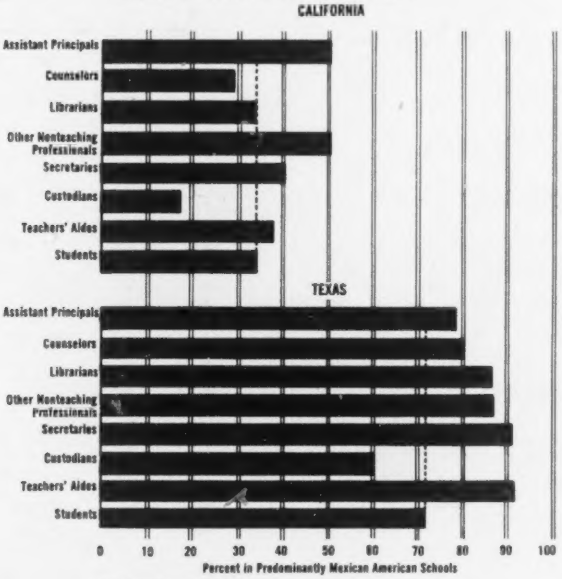
**Source:** USCCR Spring 1969 Survey

on the professional school staff. Nevertheless, even in schools that are 75 percent or more Mexican American, Mexican Americans constitute only a minority of the school staff.

The professional nonteaching staff is most extensively restricted in its school assignment in Texas, least in California. In Texas all professional librarians, 80 percent of the counselors and assistant principals, and nearly 90 percent of the other professional nonteaching staff, such as nurses and activities directors, are in predominantly Mexican American schools. (See Figure 10.) In California only assistant principals and other nonteaching professionals are concentrated to any significant degree in predominantly Mexican American schools.

**Nonprofessional Staff and Teachers' Aides:** Mexican American school secretaries and teachers' aides are likely to be assigned to predominantly Mexican American schools, especially to

Figure 10. PROPORTION OF MEXICAN AMERICAN STUDENTS AND OTHER SCHOOL STAFF IN PREDOMINANTLY MEXICAN AMERICAN SCHOOLS. DISTRICTS 10 PERCENT OR MORE MEXICAN AMERICAN. CALIFORNIA AND TEXAS.

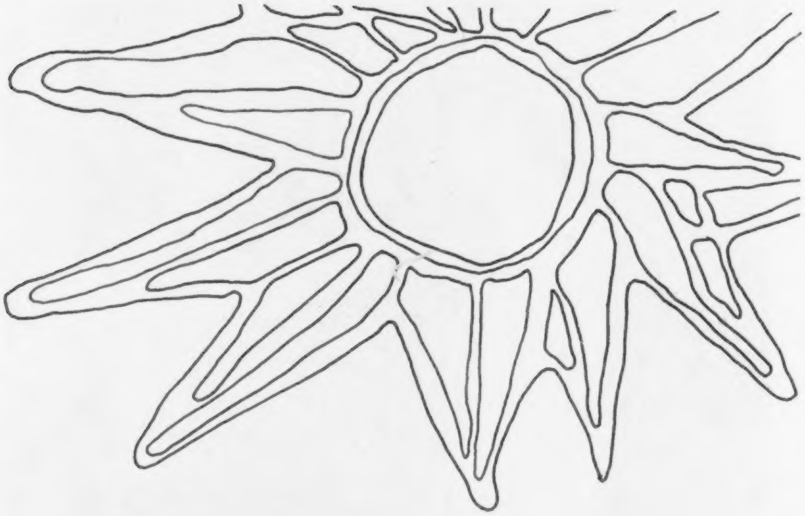


Source: USCCR Spring 1969 Survey

those which have an enrollment 75 percent or more Mexican American. Although Mexican American custodians are more likely to be assigned to schools across the board, the pattern of school assignment for them closely approximates that of counselors and pupils. Even so, in predominantly Mexican American schools, there is a heavier representation of Mexican Americans among custodial staff than among clerical staff or teachers' aides. On the whole, in all schools irrespective of the Mexican American enrollment, they are more often found in positions of nonprofessionals or teachers' aides rather than nonteaching professionals.

The employment of nonprofessional staff in Texas and California follows a pattern similar to that of the professional nonteaching staff in these States. (See Figure 10.) In Texas about 90 percent of the secretaries and 60 percent of the custodial help are found in predominantly Mexican American schools. In California 41 percent of the secretaries and 18 percent of the custodians are in predominanatly Mexican American schools.

LA ESPAÑOL



# CHAPTER IV. SCHOOL DISTRICT ADMINISTRATORS AND SCHOOL BOARD MEMBERS

## A. Professional Personnel at the District Level

Comparatively few Mexican Americans are employed among the professional personnel at the district level. Only about 480, or 7 percent, of more than 6,750 professionals in the survey area are Mexican Americans. About 50 of the 480 are superintendents and associate or assistant superintendents. Nearly 55 percent of the Mexican Americans holding these top district positions are employed in New Mexico, although slightly less than 10 percent of the Mexican American students in the survey area are in this State. Approximately 80 percent of the Mexican Americans in other district professional positions are in Texas and California. These two States combined contain about 80 percent of the Mexican American students in the survey area.

Mexican Americans form a smaller part of total district professional staff then they do of enrollment. Throughout the Southwest, proportionally four times as many students as district level professionals are Mexican American. Generally, persons of this ethnic group make up a larger proportion of the work force in the positions of social worker, attendance officer, Federal programs director, and community relative specialist [78] than they do of other district level staff positions. (See Figure 11.)

Nearly half of the Mexican Americans in the survey area who hold professional positions in district offices are employed by school districts that are predominantly Mexican American. More than 70 percent of the 235 persons employed in predominantly Mexican American districts are in Texas. About 140 Mexican American professionals [30 percent] are in districts in which 10 to 23 percent of the enrollment is Mexican American.

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[78] About 75 percent of Mexican American community relations specialists are employed by California school systems.

## MEXICAN AMERICAN COMPOSITION OF DISTRICT LEVEL PROFESSIONAL STAFF. DISTRICTS 10 PERCENT OR MORE MEXICAN AMERICAN

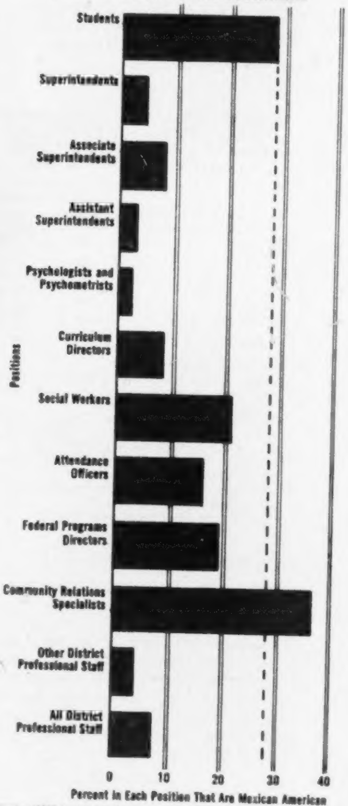
| State | District Level Professional Staff | | Percent of Staff That Is Mexican American | Percent of Enrollment That Is Mexican American |
|---|---|---|---|---|
| | Total Number* | Number of Mexican Americans* | | |
| Arizona | 313 | 12 | 3.8 | 28.5 |
| California | 4,235 | 178 | 4.2 | 21.5 |
| Colorado | 594 | 26 | 4.4 | 26.5 |
| New Mexico | 305 | 77 | 25.3 | 40.0 |
| Texas | 1,303 | 188 | 14.5 | 43.6 |
| Southwest | 6,751 | 481 | 7.1 | 28.5** |

Source: USCCR Spring 1969 Survey.

*Differences between the sum of the numbers and totals are due to computer rounding.

**Note: In districts 10 percent or more Mexican American in the Southwest, 28.5 percent of the enrollment is Mexican American while in all districts of the region 17.2 percent of the enrollment is Mexican American. For percent of enrollment that is Mexican American in all districts in each of the States see Table 2 on page 17.

Figure 11. PERCENT OF STUDENTS AND DISTRICT PROFESSIONAL STAFF THAT ARE MEXICAN AMERICAN. DISTRICTS 10 PERCENT OR MORE MEXICAN AMERICAN. THE SOUTHWEST.



Source: USCCR Spring 1969 Survey.

Nearly all of these professionals are in California.

Texas and California employ more than three-fourths of all Mexican American district level professionals in the survey area [39 percent in Texas and 37 percent in California]. However, the degree to which these district employees are concentrated in substantially Mexican American districts differs sharply. In Texas nearly 90 percent are employed by predominantly Mexican American districts. In California less than 10 percent work in predominantly Mexican American districts, but more than 65 percent are in districts 10 to 23 percent Mexican American.

**DISTRIBUTION OF MEXICAN AMERICAN DISTRICT PERSONNEL BY PERCENT MEXICAN AMERICAN ENROLLMENT IN DISTRICT: THE SOUTHWEST**

| Percent Mexican American of District Enrollment | Number of Mexican American Staff | Percent of Mexican American Staff |
|---|---|---|
| A. 10–23* | 143 | 29.7 |
| B. 24–37* | 40 | 8.3 |
| C. 38–49* | 55 | 11.4 |
| D. 50–100** | 235 | 48.8 |
| E. Minority*** | 9 | 1.9 |
| Total**** | 481 | 100.0 |

**Source:** USCCR Spring 1969 Survey

*Percent Mexican American enrollment in districts in which total Anglo enrollment exceeds the sum of American Indian, Negro, and Oriental pupils

**Predominantly Mexican American districts in which the remaining enrollment is comprised of any combination of all other ethnic groups, including Anglos.

***All school districts 10 to 49.9 percent Mexican American not included in A through C above.

****Differences between the sum of the numbers and totals are due to computer rounding.

## B. Members of Boards of Education

School board members play a very important role in the establishment of school policies and the conduct of school business. State laws grant broad discretionary powers for governing school districts to members of boards of education. Among the administrative matters upon which board members have final authority to act are hiring and assignment of teachers, principals, and other educational staff, selection of school sites, and the designation of school attendance areas.

Of approximately 4,600 board of education members in the Commission's survey area, 470, or 10 percent, are Mexican American and about 4,000, or 87 percent, are Anglo. Other minority groups constitute less than 3 percent of the total.

Slightly more than two-thirds of the Mexican Americans serve on boards in Texas and New Mexico. With few exceptions, Mexical Americans in these two States serve on boards of predominantly Mexican American school districts located in high density Mexican American areas of south Texas and northern New Mexico.

**DISTRIBUTION OF MEXICAN AMERICAN BOARD MEMBERS BY STATE, DISTRICTS 10 PERCENT OR MORE MEXICAN AMERICAN**

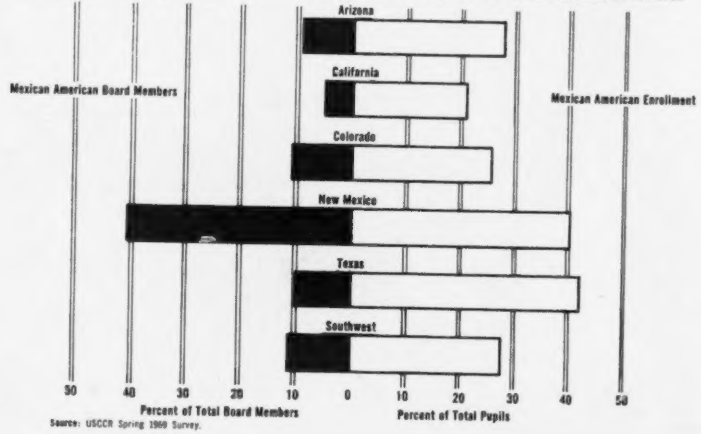
| State | Number of Mexican American Board Members | Percent of Total Mexican American Board Members in Each State |
|---|---|---|
| Texas | 197 | 41.7 |
| California | 91 | 19.3 |
| New Mexico | 123 | 26.1 |
| Arizona | 28 | 5.9 |
| Colorado | 33 | 7.0 |
| Southwest | 472 | 100.0 |

**Source:** USCCR Spring 1969 Survey

By and large, Mexican Americans are underrepresented on boards of education. Proportionately, for the Southwest as a whole, the Mexican American representation of the school enrollment is nearly three times greater than its proportion of the school board membership. (See Figure 12.) The disparity is greatest in Texas even though this State has the largest number of Mexican American school board members [197] in the survey area.

In Texas the proportion of school enrollment that is Mexican American is more than four times greater than the proportion of Mexican American school board members. An estimated 10.3 percent of the school board members and 43.4 percent of the school population are Mexican American. Mexican Americans are almost as underrepresented on school boards in California as in Texas;

Figure 12. PROPORTION OF SCHOOL BOARD MEMBERSHIP THAT IS MEXICAN AMERICAN COMPARED TO ENROLLMENT THAT IS MEXICAN AMERICAN. DISTRICTS 10 PERCENT OR MORE MEXICAN AMERICAN.



Source: USCCR Spring 1969 Survey.

5.4 percent of boards of education members and 21.5 percent of enrollment are Mexican American. Only in New Mexico are Mexican Americans approximately equally represented on boards of education and in the school enrollment. Here about 40 percent of both board members and pupils are Mexican American.

The overwhelming majority of Mexican American board members are in predominantly Mexican American districts. Of the more than 470 Mexican American board members in the Commission's survey area, 320, or about two-thirds, are on boards in predominantly Mexican American districts.

By no means are all board members in predominantly Mexican American districts on predominantly Mexican American boards. Only an estimated 174 Mexican Americans, or about 55 percent of those in predominantly Mexican American districts, serve on a school board in which they constitute the majority of the members. Of these, 113 are in the districts that are nearly all Mexican American.

### DISTRIBUTION OF MEXICAN AMERICAN BOARD MEMBERS IN THE SOUTHWEST BY PERCENT MEXICAN AMERICAN OF DISTRICT ENROLLMENT

| Percent Mexican American of District Enrollment | Number of Mexican American Board Members | Percent of Mexican American Board Members |
|---|---|---|
| A. 10– 23* | 38 | 8.1 |
| B. 24– 37* | 43 | 9.1 |
| C. 38– 49* | 51 | 10.8 |
| D. 50–100** | 320 | 67.8 |
| E. Minority*** | 20 | 4.2 |
| Total**** | 472 | 100.0 |

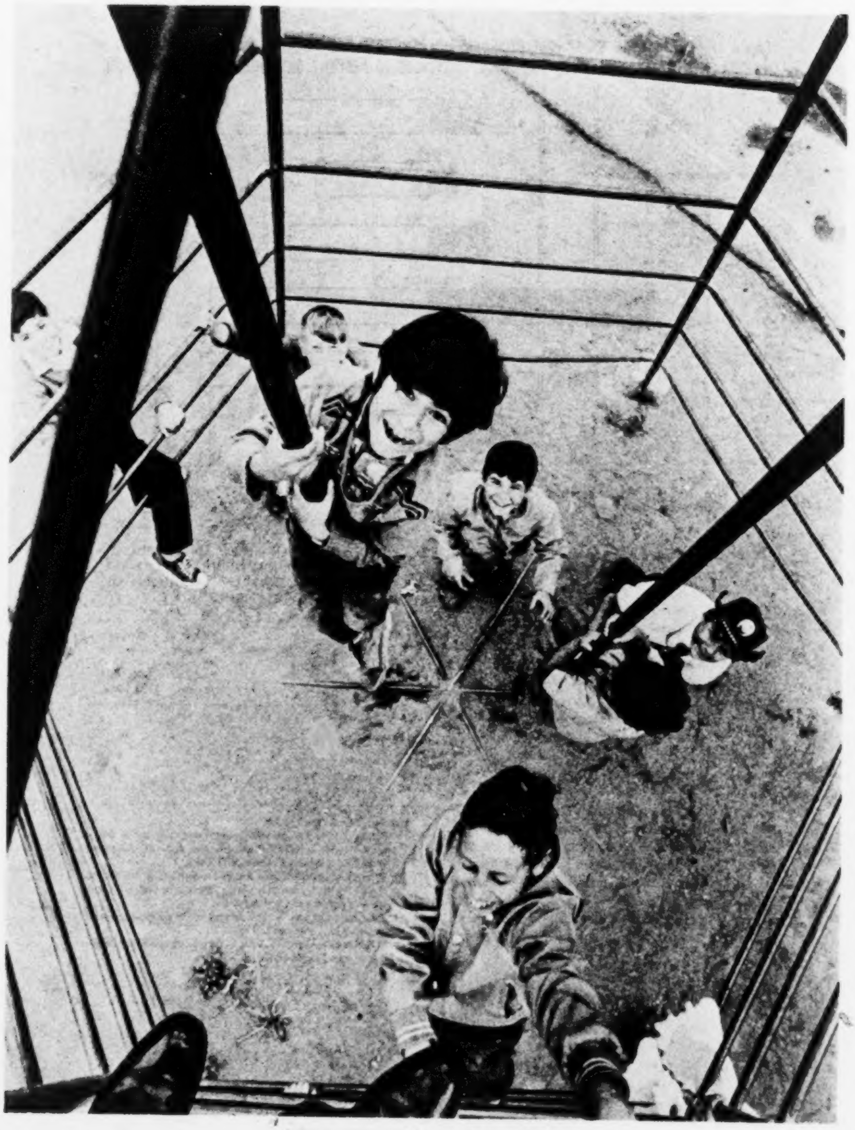
Source: USCCR Spring 1969 Survey

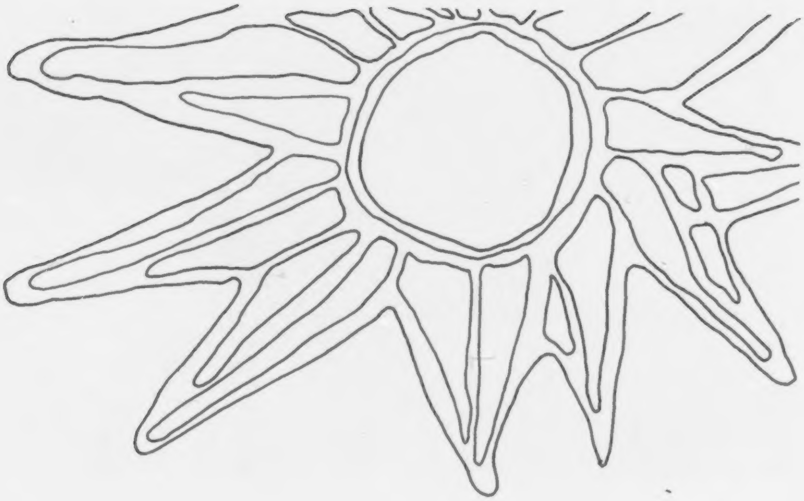
*Percent Mexican American enrollment of districts in which total Anglo enrollment exceeds the sum of American Indian, Negro, and Oriental enrollment.

**Predominantly Mexican American districts in which the remaining enrollment is any combination of all other ethnic groups, including Anglos.

***All school districts 10–49.9 percent Mexican American not included in A through C above.

****Differences between the sum of the numbers and totals are due to computer rounding.





## SUMMARY AND CONCLUSIONS

Three basic findings stem from the Commission's study of the demographic characteristics and ethnic isolation of Mexican American students and staff in the Southwest: (1) public school pupils of this ethnic group are severely isolated by school district and by schools within individual districts; (2) for the most part, Mexican Americans are underrepresented on school and district professional staffs and on boards of education, i.e., they constitute a substantially lower proportion of both staff and board membership than they do of enrollment; and (3) the majority of Mexican American staff and school board members are found in predominantly Mexican American schools or districts.

There are about two million Spanish surname students, including Mexican Americans, Puerto Ricans, Cubans, and other Latin Americans, in the public schools of the continental United States. The second largest minority group in the public schools, they constitute about 5 percent of the total U.S. school population.

Approximately 1.4 million, or 70 percent of the Spanish surname pupils, attend school in the five Southwestern States of Arizona, California, Colorado, New Mexico, and Texas. Almost all of these pupils are Mexican Americans. The largest minority group in the schools of the region, they comprise 17 percent of the total enrollment. More than four-fifths are in two States, California and Texas, with nearly 50 percent in California alone. However, Mexican Americans constitute more of the enrollment [38 percent] in New Mexico than in any other State.

The Mexican American population is primarily urban. The majority of Mexican American pupils attend school in large urban districts that have enrollments of 10,000 or more. In each State one or more of the large urban districts contain a significant proportion of the Mexican American enrollment: Los Angeles, Calif.; San Antonio, El Paso, and Houston, Tex.; Denver, Colo.; Albuquerque, N. Mex.; and Tucson, Ariz.

Within each of the States the Mexican American school population is concentrated in specific regions or geographic areas. In Texas nearly two-thirds of all Mexican American pupils attend school in the counties located along or near the Mexican border. In this area, about three of every five students are Mexican American. To a lesser extent Mexican Americans also are concentrated in the counties of north-central New Mexico, southern Colorado, southern Arizona, and in the agricultural valleys and southern coastal areas of California.

While Mexican American pupils are unevenly distributed among the States and concentrated in specific geographic areas within each State, they are also concentrated or isolated in districts and schools of the Southwest. About 404,000 Mexican American pupils, or 30 percent of this ethnic group's enrollment in the Southwest, attend schools in approximately 200 predominantly [50 percent or more] Mexican American districts in the region.

The largest number of predominantly Mexican American districts is in Texas. Ninety-four predominantly Mexican American districts, almost all of which are located in the southern part of the State, contain nearly 60 percent of the State's total Mexican American enrollment. About 20 percent of Texas' Mexican American students attend school in districts which are nearly all [80 percent or more] Mexican American.

Most of the other predominantly Mexican American districts are in California and New Mexico. Together, these States contain as many predominantly Mexican American districts as Texas [about 90]; however, the total Mexican American school population of these districts is much smaller. They include only about 94,000 Mexican American pupils [55,000 in California and 39,000 in New Mexico].

The isolation of Mexican American pupils in predominantly Mexican American districts results in part from their concentration in specific geographic areas of each State. However, many of these students are isolated in districts which are contiguous to predominantly Anglo districts. In San Antonio, five districts located in the heart of the city are predominantly Mexican American and contain 90 percent of all Mexican Americans in the area. Well over one-half of the Anglo public school enrollment is in eight predominantly Anglo districts which surround the core city. Each of the five predominantly Mexican American districts borders on one or more of the Anglo districts.

A large proportion of the Mexican American enrollment in the Southwest also tends to be concentrated in a comparatively small number of schools. Approximately 1,500 schools [12 percent] are predominantly Mexican American. They house about 635,000 pupils, or 45 percent of the total Mexican American enrollment in the Southwest. Nearly 300,000 pupils, or more than 20 percent, are in schools which have between an 80 and 100 percent Mexican American student body. These pupils are most severely isolated in schools in Texas and New Mexico. In these two States, two-thirds of all Mexican American students attend predominantly Mexican American schools. In Texas about 40 percent are in schools nearly all-Mexican American. Students of this minority group are least isolated in California, where less than 30 percent are found in predominantly Mexican American schools.

At the elementary school level, Mexican American experience the greatest degree of ethnic isolation. One-half of the Mexican American elementary students attend predominantly Mexican American schools, while about 35 percent of their secondary school enrollment is in predominantly Mexican American schools.

A major aspect of the Commission investigation was directed to ascertaining the extent to which the Mexican American composition of schools does not closely resemble that of the districts in which they are located. Schools with a Mexican American enrollment significantly at variance with that of the district's school population were considered to be ethnically imbalanced.

In applying the concept of ethnic imbalance to the Mexican American enrollment in the schools, a 15 percent standard of deviation is permitted. Thus, schools are categorized as imbalanced only if the Mexican American composition is more than 15 percent greater or less than the composition of the district.

Three facets of ethnic imbalance were examined: (1) its presence throughout the Southwest; (2) its presence in both large and small districts; and (3) its presence in both predominantly Mexican American and Anglo districts.

Several important findings emerge when the Mexican American composition of the schools in the Southwest is compared to that of the districts in which they are located:

(1) A considerable proportion of Mexican American students in the Southwest attend ethnically imbalanced schools. About 30 percent are in schools that have a Mexican American enrollment in excess of the 15 percent standard of deviation. Three percent are in schools that have a disproportionately low Mexican American enrollment below the 15 percent deviation. Two-thirds attend ethnically balanced schools.

(2) The extent of ethnic imbalance does not differ sharply among the five States. Even in New Mexico and Texas, the extent of imbalance does not vary appreciably from that in other States although in each of these two States two-thirds of the Mexican American pupils are isolated in predominantly Mexican American schools. Many of these schools fall within the 15 percent deviation and are ethnically balanced.

(3) Four of the largest school districts in the Southwest account for a significant percentage of the Mexican American students who are in schools that have a disproportionately high Mexican American enrollment. Each of these districts—Los Angeles, Denver, Albuquerque, and Tucson—contains proportionately more of the students in these imbalanced schools than their share of the total Mexican American enrollment in each respective State.

(4) Although these four large districts account for much of the imbalance in their States, ethnic imbalance is not necessarily contingent on the size of district. There is considerable ethnic imbalance in small or medium sized districts as well.

(5) The extent of imbalance is not influenced by the ethnic composition of the district. Imbalanced schools can be found in both predominantly Mexican American and predominantly Anglo districts.

For example, in Harlandale Independent School District, a large district located in the south-central part of the city of San Antonio, about half of the Mexican American students attend schools that have a disproportionately high Mexican American enrollment. In two small predominantly Mexican American districts in south and west Texas, there is nearly complete segregation of Mexican American and Anglo pupils at the ele-

mentary school level. In the Tucson School District, which is predominantly Anglo, three-fourths of the Mexican Americans are in schools that have a disproportionately high Mexican American enrollment. In two small predominantly Anglo districts—one in northern Colorado and the other in the central coastal area of California—about ,90 percent and 50 percent, respectively, of the Mexican American students are in schools that have a high Mexican American enrollment.

California alone of the five Southwestern States has taken action to eliminate ethnic imbalance in its schools. This State has enacted a law to eliminate and prevent the growth of segregation in the schools caused by patterns of residential segregation. The law declares a school to be imbalanced "if the percentage of pupils of one or more racial or ethnic groups differs by more than fifteen percentage points from that in all schools of the district." [77] It also requires districts having imbalanced schools to study and consider alternative plans to correct such imbalance.

Utilizing information gathered in October 1968 and applying the 15 percent measure of racial and ethnic imbalance, the California State Department of Education has determined that 222 of the State's 1,138 school districts have imbalanced schools. These districts contain approximately 1,800 imbalanced schools or slightly more than one-fourth of the 6,600 schools in the State. According to the California procedure for measuring imbalance, 46 percent of the Mexican American enrollment in the State attends ethnically imbalanced schools.[78] In December 1969 these districts were requested to file notice with the State department of education of their intent to study and consider possible alternative plans for preventing and eliminating racial and ethnic imbalance. Twenty-five districts have been removed from the list of those maintaining imbalanced schools. The overwhelming majority of the remaining districts [189] have declared their intention of studying plans to eliminate imbalanced schools. Only eight districts have declined to declare such an intention.

The Commission's report also examines the representation and school assignment of Mexican Americans holding the following school positions: classroom teachers, school principals, assistant or vice principals, counselors, librarians, other professional nonteaching school staff, secretaries, custodians, and teachers' aides. Except for those in the positions of custodian or teachers' aide, Mexican Americans comprise substantially less of school staff than they do of enrollment. Also, with the exception of counselors and custodians, Mexican Americans on school staffs are more likely to be found in predominantly Mexican American schools than are students.

Mexican Americans are grossly underrepresented among teachers. Of approximately 325,000 teachers in the Southwest, only about 12,000, or 4 percent, are Mexican American, while about 17 percent of the enrollment is Mexican American. In contrast, proportionately more teachers than pupils are Anglo. Furthermore, black teachers, although they are also underrepresented, outnumber Mexican American teachers by almost two to one. School systems in Texas and California employ three-fourths of all Mexican American teachers. Most of the other Mexican American teachers [15 percent] are found in New Mexico.

Proportionately more Mexican American teachers [55 percent] than pupils [45 percent] are found in predominantly Mexican American schools. One-third of the teachers are in schools whose enrollments are 80 percent or more Mexican American. Although the larger number of Mexican American teachers is assigned to predominantly Mexican American schools, they still constitute a very low percentage of teachers in these schools, mainly because so few members of this ethnic group are employed as teachers.

A much higher percentage of Mexican American teachers in Texas than in California are in predominantly Mexican American schools. More than 80 percent of all Mexican American teachers in Texas are assigned to schools that have at least a 50 percent Mexican American enrollment; more than 60 percent of the Mexican American teachers

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[77] California State Department of Education. *California Laws and Policies Relating to Equal Opportunities in Education* Sacramento 1969, p. 3.

[78] This figure includes Mexican American pupils who are in imbalanced schools in which either too few or too many students of one or more of the racial and ethnic groups are represented. It is higher than the percentage of Mexican Americans which the Commission estimates to be in imbalanced schools. This discrepancy results, in part, from the fact that the Commission has counted only those pupils in schools that have an imbalanced Mexican American composition while the California department has also included those students in schools whose composition of other racial and ethnic groups is disproportionate to that of the district.

are in schools with an enrollment that is at least 80 percent Mexican American. The distribution of Mexican American teachers in California is roughly the reverse of that in Texas. In California more than 80 percent of all Mexican American teachers are assigned to schools in which pupils of this ethnic group *do not* constitute the majority of the enrollment. Two-thirds of Mexican American teachers are in schools in which less than 25 percent of the enrollment is Mexican American.

An even smaller proportion of principals than teachers is Mexican American. Of approximately 12,000 school principals in the Southwest, less than 400 [3 percent] are Mexican American. More than 90 percent of all Mexican American principals are employed in Texas, California, and New Mexico. As with teachers, proportionately more principals than students are Anglo. Further, Mexican American principals are outnumbered by black principals.

Mexican American principals are even more likely than either pupils or classroom teachers to be assigned to predominantly Mexican American schools. Nearly 65 percent of Mexican American school principals are found in schools in which Mexican American pupils form the majority of the enrollment. More than 40 percent are in schools in which from 80 to 100 percent of the pupils are Mexican American. However, Mexican Americans represent a very low proportion of all principals assigned to predominantly Mexican American schools. This is true primarily because so few Mexican Americans are employed as principals.

Employment and school assignment patterns for Mexican Americans in other nonteaching professional positions such as assistant principals, counselors, and librarians, is similar to that of Mexican American teachers and principals. Very few occupy such positions, and those who do, are, for the most part, assigned to schools that are predominantly Mexican American. To a greater extent Mexican Americans are employed as teachers' aides or as nonprofessionals, especially custodians, rather than as professionals.

In the area of the Southwest surveyed by the Commission, approximately 480, or about 7 percent of more than 6,750 professionals employed in school district offices, are Mexican American.[79]

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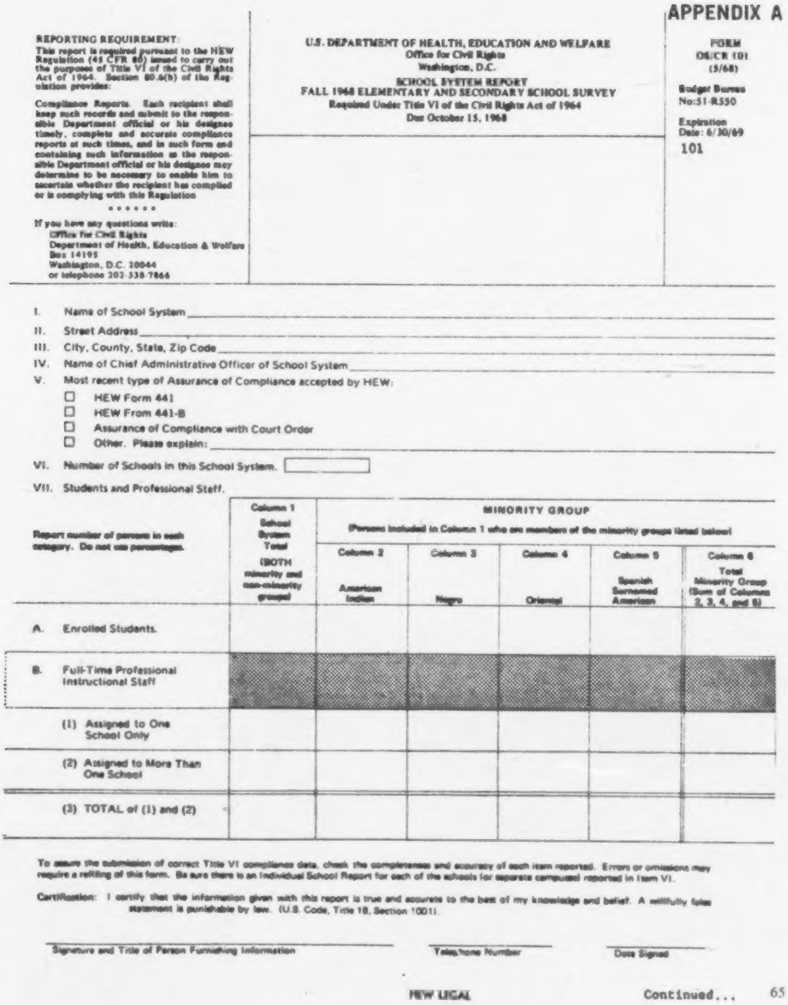
[79] The Commission's survey conducted in Spring 1969 covered districts in the Southwest that have an enrollment which is 10 percent Mexican American or more. The Commission also utilized data from the U. S. Department of Health, Education, and Welfare Fall 1968 racial and ethnic survey, which included the same districts surveyed by the Commission as well as those that have less than a 10 percent Mexican American enrollment. The discussion relative to students, teachers, and principals was drawn from the HEW survey as tabulated by the Commission.

About 50 of the 480 are superintendents or associate or assistant superintendents. The majority of Mexican Americans holding these positions are in New Mexico. Most Mexican Americans in other district level professional positions are in Texas and California. Mexican Americans constitute a smaller proportion of total district professional staff than they do of enrollment. Generally, they occupy a larger proportion of the work force in the positions of social worker, attendance officer, Federal programs director, and community relations specialist than they do in other district level staff positions. Almost half of the Mexican Americans in the survey area who hold staff positions in district offices are employed by districts that are predominantly Mexican American. More than 70 percent of the 235 persons so situated are in Texas. The majority of those employed by districts not having a predominantly Mexican American enrollment are found in California.

Mexican Americans are also underrepresented on local boards of education. Of approximately 4,600 school board members in the Commission's survey area only about 470, or 10 percent, are Mexican American. Slightly more than two-thirds of these Mexican Americans serve on boards in Texas and New Mexico. Nearly 70 percent of the 470 Mexican American board members are found in predominantly Mexican American districts. However, even in predominantly Mexican American communities, this ethnic group is generally underrepresented on the board of education. About 175 Mexican American board members, or 55 percent of the 320 who are in predominantly Mexican American districts, serve on a school board in which they constitute the majority of members. Nearly all [113] of those serving on predominantly Mexican American boards are in districts that are 80 to 100 percent Mexican American in school population.



## APPENDIX A

**REPORTING REQUIREMENT:**
This report is required pursuant to the HEW Regulation (45 CFR 80) issued to carry out the purposes of Title VI of the Civil Rights Act of 1964. Section 80.6(b) of the Regulation provides:

Compliance Reports. Each recipient shall keep such records and submit to the responsible Department official or his designee timely, complete and accurate compliance reports at such times, and in such form and containing such information as the responsible Department official or his designee may determine to be necessary to enable him to ascertain whether the recipient has complied or is complying with this Regulation

* * * * * *

If you have any questions write:
Office for Civil Rights
Department of Health, Education & Welfare
Box 14195
Washington, D.C. 20044
or telephone 202-338-7866

U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office for Civil Rights
Washington, D.C.
SCHOOL SYSTEM REPORT
FALL 1968 ELEMENTARY AND SECONDARY SCHOOL SURVEY
Required Under Title VI of the Civil Rights Act of 1964
Due October 15, 1968

FORM
OS/CR 101
(5/68)

Budget Bureau
No:51-R550

Expiration
Date: 6/30/69

101

I. Name of School System ____________
II. Street Address ____________
III. City, County, State, Zip Code ____________
IV. Name of Chief Administrative Officer of School System ____________
V. Most recent type of Assurance of Compliance accepted by HEW:

☐ HEW Form 441
☐ HEW From 441-B
☐ Assurance of Compliance with Court Order
☐ Other. Please explain: ____________

VI. Number of Schools in this School System. ☐

VII. Students and Professional Staff.

| Report number of persons in each category. Do not use percentages. | Column 1 School System Total (BOTH minority and non-minority groups) | MINORITY GROUP (Persons included in Column 1 who are members of the minority groups listed below) | | | | |
|---|---|---|---|---|---|---|
| | | Column 2 American Indian | Column 3 Negro | Column 4 Oriental | Column 5 Spanish Surnamed American | Column 6 Total Minority Group (Sum of Columns 2, 3, 4, and 5) |
| A. Enrolled Students. | | | | | | |
| B. Full-Time Professional Instructional Staff | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ |
| (1) Assigned to One School Only | | | | | | |
| (2) Assigned to More Than One School | | | | | | |
| (3) TOTAL of (1) and (2) | | | | | | |

To assure the submission of correct Title VI compliance data, check the completeness and accuracy of each item reported. Errors or omissions may require a refiling of this form. Be sure there is an Individual School Report for each of the schools (or separate campuses) reported in Item VI.

Certification: I certify that the information given with this report is true and accurate to the best of my knowledge and belief. A willfully false statement is punishable by law. (U.S. Code, Title 18, Section 1001).

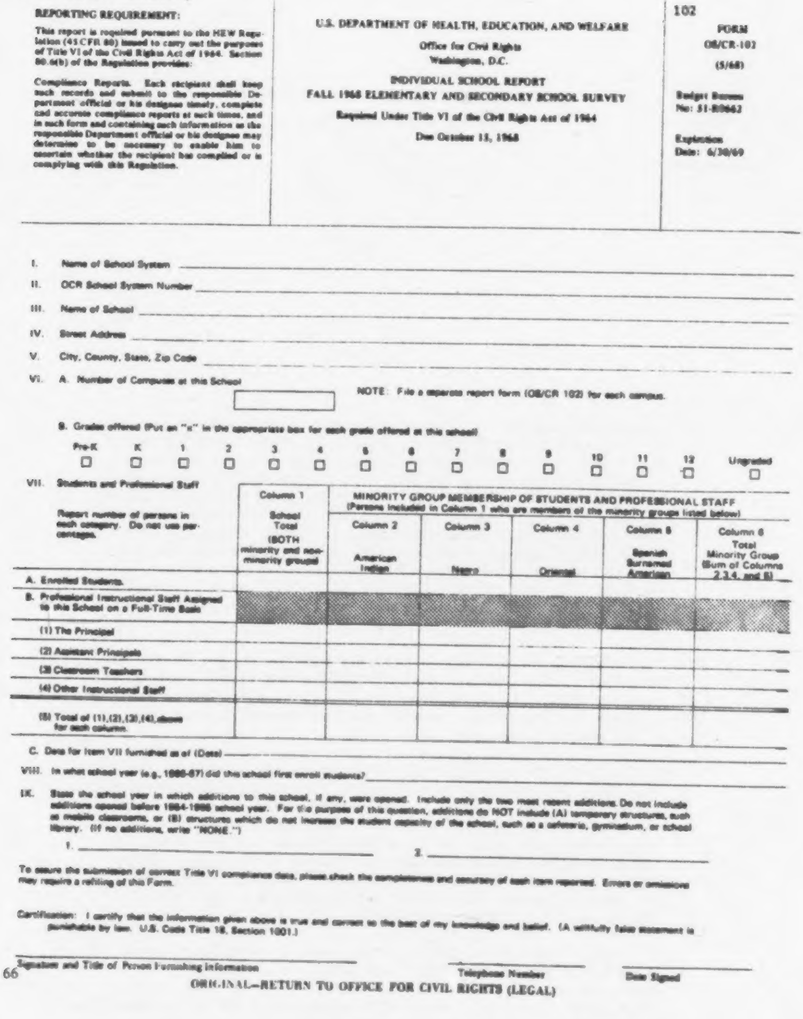
Signature and Title of Person Furnishing Information ____________ Telephone Number ____________ Date Signed ____________

HEW LEGAL

Continued...

65

APPENDIX A (continued)



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U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office for Civil Rights
Washington, D.C.

INDIVIDUAL SCHOOL REPORT
FALL 1968 ELEMENTARY AND SECONDARY SCHOOL SURVEY

Required Under Title VI of the Civil Rights Act of 1964

Due October 15, 1968

102

FORM
OS/CR-102
(5/68)

Budget Bureau
No: 51-R0662

Expiration
Date: 6/30/69

I. Name of School System ____________________

II. OCR School System Number ____________________

III. Name of School ____________________

IV. Street Address ____________________

V. City, County, State, Zip Code ____________________

VI. A. Number of Campuses at this School ☐

NOTE: File a separate report form (OS/CR 102) for each campus.

B. Grades offered (Put an "x" in the appropriate box for each grade offered at this school)

| Pre-K | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Ungraded |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

VII. Students and Professional Staff

| Report number of persons in each category. Do not use percentages. | Column 1 School Total (BOTH minority and non-minority groups) | MINORITY GROUP MEMBERSHIP OF STUDENTS AND PROFESSIONAL STAFF (Persons included in Column 1 who are members of the minority groups listed below) | | | | |
|---|---|---|---|---|---|---|
| | | Column 2 American Indian | Column 3 Negro | Column 4 Oriental | Column 5 Spanish Surnamed American | Column 6 Total Minority Group (Sum of Columns 2,3,4, and 5) |
| A. Enrolled Students | | | | | | |
| B. Professional Instructional Staff Assigned to this School on a Full-Time Basis | ▨ | ▨ | ▨ | ▨ | ▨ | ▨ |
| (1) The Principal | | | | | | |
| (2) Assistant Principals | | | | | | |
| (3) Classroom Teachers | | | | | | |
| (4) Other Instructional Staff | | | | | | |
| (5) Total of (1),(2),(3),(4), above for each column. | | | | | | |

C. Data for Item VII furnished as of (Date) ____________________

VIII. In what school year (e.g., 1966-67) did this school first enroll students? ____________________

IX. State the school year in which additions to this school, if any, were opened. Include only the two most recent additions. Do not include additions opened before 1964-1965 school year. For the purpose of this question, additions do NOT include (A) temporary structures, such as mobile classrooms, or (B) structures which do not increase the student capacity of the school, such as a cafeteria, gymnasium, or school library. (If no additions, write "NONE.")

1. ____________________ 2. ____________________

To assure the submission of correct Title VI compliance data, please check the completeness and accuracy of each item reported. Errors or omissions may require a refiling of this Form.

Certification: I certify that the information given above is true and correct to the best of my knowledge and belief. (A willfully false statement is punishable by law. U.S. Code Title 18, Section 1001.)

____________________
Signature and Title of Person Furnishing Information

____________________
Telephone Number

____________________
Date Signed

ORIGINAL—RETURN TO OFFICE FOR CIVIL RIGHTS (LEGAL)

## APPENDIX B

UNITED STATES COMMISSION ON CIVIL RIGHTS
WASHINGTON, D.C. 20425

STAFF DIRECTOR

Dear Sir:

In accordance with its responsibilities as a factfinding agency in the field of civil rights, the United States Commission on Civil Rights is undertaking a study of the educational status of Mexican American youths in a random sampling of school districts in Arizona, California, Colorado, New Mexico, and Texas. In the course of this study, about 500 school districts and some schools within those districts are being surveyed. The study will provide a measure of the nature and extent of educational opportunities which Mexican American youths are receiving in public schools of the Southwest and will furnish, for the first time, extensive information on Mexican American education.

The attached questionnaires call for data which are or can be compiled in your central district office and school plants. If your records or those of your principals do not contain all the information requested, however, you may obtain figures from other available sources.

Please have the principals of the schools designated on the Principal Information Forms complete the appropriate questionnaire and return it to your office. In addition, we ask that you complete the Superintendent Information Form and forward it at the same time with the Principal Information Forms using the enclosed official envelope which requires no postage. Extra copies are enclosed for each respondent to use in completing the questionnaires and to keep for his records. All questionnaires should be returned by May 9, 1969.

It must be emphasized that criteria used in drawing a sample of schools and school districts were based on geographic representation and enrollment characteristics. In no case were complaints of any kind about discrimination a factor in selecting either schools or school districts.

If you have any questions, call collect or write to Henry M. Ramirez, Chief, Mexican American Studies Division, U.S. Commission on Civil Rights, Washington, D. C. 20425 (telephone: Area Code 202, 382-8941). Please indicate you are calling in reference to the questionnaire.

Thank you for your assistance in this most important study.

Sincerely yours,

Howard A. Glickstein
Acting Staff Director

Enclosures

## MEXICAN AMERICAN EDUCATION STUDY

### Superintendent Information Form

**General Instructions**

*A.* *The person completing this questionnaire should be the superintendent or his official delegate.*

*B.* *Answers to each question should be given as of March 31, 1969 unless some other time period is requested. If information is not available for March 31, 1969, give it for the time closest to, or encompassing, that date. Pupil membership and personnel data may be given on this questionnaire as they were reported on the Title VI Compliance Forms (Forms OS/CR 101 and 102, Fall 1968 Elementary and Secondary School Survey, required under Title VI of the Civil Rights Act of 1964, due October 15, 1968). If a date other than March 31, 1969 or a time period other than that requested is used, please indicate which date or time period is used in the space provided or in the left hand margin next to the question.*

*C.* *Use additional pages where necessary.*

*D.* **INSTRUCTIONS FOR DETERMINING ETHNIC AND RACIAL GROUPINGS:** *Wherever ethnic and racial data are requested, it is suggested that visual means be used to make such identification. Individuals should not be questioned or singled out in any way about their racial or ethnic lineage. For purposes of this questionnaire, please use the following classifications:*

| | | |
|---|---|---|
| i. | **SPANISH SURNAMED AMERICAN:** | *Persons considered in school or community to be of Mexican, Central American, Cuban, Puerto Rican, Latin American, or other Spanish-speaking origin. This group is often referred to as Mexican American, Spanish American, or Latin American; local usage varies greatly. In this questionnaire, the terms "Mexican American" and "Spanish Surnamed American" are used interchangeably.* |
| ii. | **NEGRO:** | *Persons considered in school or community to be of Negroid or black African origin.* |
| iii. | **ANGLO:** | *White persons not usually considered in school or community to be members of any of the above ethnic or racial categories.* |
| iv. | **OTHER:** | *Persons considered as "non-Anglo" and who are not classifiable as Spanish Surnamed American or Negro. Include as "Other" such persons as Orientals or American Indians.* |

*E.* *If a question is not applicable, if information is not available, or if you must estimate, please use the common, standard abbreviations printed on the bottom of each page.*

OFFICIAL DISTRICT NAME ____________________

DISTRICT MAILING ADDRESS ____________________
*Street Address or P.O. Box Number*
____________________
*Town* *County* *State* *Zip Code*

TELEPHONE NUMBER ( ) ____________________
*Area Code* *Number*

NAME OF SUPERINTENDENT OF SCHOOLS ____________________

SIGNATURE ____________________ DATE ____________

NAME AND TITLE OF PERSON RESPONSIBLE FOR FILLING OUT THIS QUESTIONNAIRE IF OTHER THAN SUPERINTENDENT ____________________

SIGNATURE ____________________ DATE ____________

LEGEND: *Unknown–UNK.; Estimate–EST.; Not Applicable–NA.; Not Available–?; None–0*

Budget Bureau No. 115-S69001; Approval Expires February 28, 1970

# MEXICAN AMERICAN EDUCATION STUDY

## Superintendent Information Form

1. *List all the schools in this district. For each school, give the average daily attendance for the month of October 1968. Round answers to the nearest whole number.* **Time period if other than October 1968** ______________
*Use additional pages where necessary.*

| School Name | For USCCR use only | Average Daily Attendance* |
|---|---|---|
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**Average daily attendance is the aggregate of the attendance for each of the days during the stated reporting period divided by the number of days the school was actually in session during that period. Only days on which pupils are under the guidance and direction of teachers should be considered as days in session.*

**LEGEND:** *Unknown*—**UNK.**; *Estimate*—**EST.**; *Not Applicable*—**NA**; *Not Available*—**?**; *None*—**0**

*Questions 2 and 3 instructions: If there is only one secondary school in this district, do not answer questions 2 and 3. Proceed to question 4.*

2. A. **Name the secondary school in this district which had the highest percentage of its 1968 graduates enter two or four year colleges.____________________** FOR USCCR USE ONLY

B. **What percent of that school's 1968 graduates entered two or four year colleges?________________%**

C. **What percent of that school's 1968 Spanish Surnamed graduates entered two or four year colleges?__________%**

3. **Name the secondary school in this district which has had the highest dropout rate so far this year.____________________** FOR USCCR USE ONLY

*Question 4 instructions: If there is only one elementary school in this district, do not answer question 4. Proceed to question 5.*

4. **Name the elementary school in this district whose pupils had the highest average reading achievement test scores in the 1967-1968 school year.____________________** FOR USCCR USE ONLY

5. *If since June 1968 this district has conducted, sponsored or paid for any in-service teacher training for any course in column (i), enter the appropriate data about that training in columns (ii) through (v).* **If this district has not conducted, sponsored or paid for any such training since June 1968, check here ☐ and proceed to Question 6.**

| (i) | (ii) | (iii) | (iv) | (v) |
|---|---|---|---|---|
| **Course** | **Total number of hours this course met, per teacher – summer 1968** | **Total number of hours this course met, per teacher – academic year 1968-1969** | **Number of teachers in in-service training in summer 1968** | **Number of teachers in in-service training in academic year 1968-1969** |
| **A. English as a second language for the Spanish speaking (instruction in English for those who know little or no English)** | | | | |
| **B. Bilingual education (instruction in both Spanish and English so that the mother tongue is strengthened concurrent with the pupil learning a second language** | | | | |
| **C. Mexican or Spanish history or culture** | | | | |
| **D. Mexican American, Spanish American, or Hispanic history or culture** | | | | |
| **E. Remedial reading** | | | | |
| **F. Other subjects relative to Mexican Americans:**<br>*(Specify.)*________________ | | | | |

**LEGEND:** *Unknown—UNK.; Estimate—EST.; Not Applicable—NA.; Not Available—?; None—0*

| 6. *List the professional personnel for this district as of March 31, 1969, by ethnic and by educational background. Give data about these individuals in as many (vertical) columns as requested. Do not assign any individual to more than one (horizontal) row. Although it is recognized that a person's activities may fall under more than one category, each person should be assigned in accordance with his major activity. Exclude personnel assigned to schools.* | ETHNIC GROUP | | | | EDUCATION | | |
|---|---|---|---|---|---|---|---|
| | (i) | (ii) | (iii) | (iv) | (v) | (vi) | (vii) |
| | Number Spanish Surnamed American | Number Negro | Number Anglo | Number Other | Number with Bachelor's Degree only | Number with Master's Degree, but not Doctor's Degree | Number with Doctor's Degree |
| **A. Superintendent of schools (or acting)** | | | | | | | |
| **B. Associate Superintendents of schools** | | | | | | | |
| **C. Assistant superintendents of schools** | | | | | | | |
| **D. Psychologists or psychometrists** | | | | | | | |
| **E. Social workers** | | | | | | | |
| **F. Attendance officers** | | | | | | | |
| **G. Federal programs directors** | | | | | | | |
| **H. Curriculum directors** | | | | | | | |
| **I. Community relations specialists** | | | | | | | |
| **J. All others not assigned to schools** | | | | | | | |

7. *Using one line for each Board of Trustees member, list the principal occupation of each by code number. Refer to the list below for code. If you cannot ascertain which code is appropriate for a given Board Member, specify his occupation. Indicate ethnic group, the number of years each has served on the Board, and years of education.*

| | (i) | (ii) | (iii) | (iv) | (v) | (vi) | (vii) |
|---|---|---|---|---|---|---|---|
| Occupation if code number is not known | Occupation code number | Spanish Surnamed American | Negro | Anglo | Other | Number of years served on Board | Number of years of school completed or highest degree attained |
| 1. | | | | | | | |
| 2. | | | | | | | |
| 3. | | | | | | | |
| 4. | | | | | | | |
| 5. | | | | | | | |
| 6. | | | | | | | |
| 7. | | | | | | | |
| 8. | | | | | | | |
| 9. | | | | | | | |
| 10. | | | | | | | |
| 11. | | | | | | | |

1. *Business owners, officials and managers*
2. *Professional and technical services*
3. *Farmers*
4. *Sales and clerical*
5. *Skilled craftsmen, other skilled workers and foremen*
6. *Semi-skilled operators and unskilled workers*
7. *Service workers*
8. *Housewives*
9. *Retired*

8. **Has this district employed consultants on Mexican American educational affairs or problems this school year?** *(Check one only.)*

A. ☐ No
B. ☐ Yes, for a total of one day only
C. ☐ Yes, for a total of two to four days
D. ☐ Yes, for a total of five to seven days
E. ☐ Yes, for a total of eight to ten days
F. ☐ Yes, for a total of more than ten days

**LEGEND:** *Unknown*–UNK.; *Estimate*–EST.; *Not Applicable*–NA.; *Not Available* –?; *None*–0

9. **Has this district appointed, elected or recognized a district-wide volunteer advisory board (or committee) on Mexican American educational affairs or problems, which has held meetings this school year?** *(Check one only.)*

A. ☐ No
B. ☐ Yes, it has met only once this year.
C. ☐ Yes, it has met for a total of two to five times this year.
D. ☐ Yes, it has met for a total of six to fifteen times this year.
E. ☐ Yes, it has met for a total of more than fifteen times this year.

10. **If you answered "Yes" to question 9, what actions, programs or policies has the committee recommended during the 1968-1969 school year?** *(Check all which apply.)*

A. ☐ Ethnic balance in schools
B. ☐ In-service teacher training in Mexican American history or culture, or in bilingual education, or in English as a second language
C. ☐ Employment of Spanish Surnamed teachers or administrators
D. ☐ Pupil exchange programs with other districts or schools
E. ☐ Expanded PTA activities relative to Mexican Americans
F. ☐ Changes in curriculum to make it more relevant for Mexican Americans
G. ☐ Bilingual-bicultural organization in a school or the school system
H. ☐ Other *(Specify.)*________________________________________

11. **Does this district have a written school board policy discouraging the use of Spanish by Mexican American pupils:**

A. **On the school grounds? Yes ☐***1* **No ☐***2*

B. **In the classroom (except Spanish classes)? Yes ☐***1* **No ☐***2*

*If you answered "Yes" to A or B above (question 11), please attach a copy of that policy and give us the date it was made effective.*

FOR USCCR USE ONLY

12. **As of March 31, 1969, what was the total school district membership, by ethnic group, in the following grades:**

| | (i) | (ii) | (iii) | (iv) | (v) |
|---|---|---|---|---|---|
| | Number Spanish Surnamed American | Number Negro | Number Anglo | Number Other | Total Number |
| A. First Grade | | | | | |
| B. Fourth Grade | | | | | |
| C. Eighth Grade | | | | | |
| D. Twelfth Grade | | | | | |

13. *Use the following space and additional pages, if necessary, to give us further comments relative to this questionnaire.*

**LEGEND:** *Unknown—UNK.; Estimate—EST.; Not Applicable—NA.; Not Available—?; None—0*

## APPENDIX C

UNITED STATES COMMISSION ON CIVIL RIGHTS
WASHINGTON, D.C. 20425

STAFF DIRECTOR

Dear Sir:

In accordance with its responsibilities as a factfinding agency in the field of civil rights, the United States Commission on Civil Rights is undertaking a study of the educational status of Mexican American youths in a random sampling of school districts in Arizona, California, Colorado, New Mexico, and Texas. In the course of this study, about 500 school districts and some schools within those districts are being surveyed. The study will provide a measure of the nature and extent of educational opportunities which Mexican American youths are receiving in public schools of the Southwest and will furnish, for the first time, extensive information on Mexican American education.

The attached questionnaires call for data which are or can be compiled in your central district office and school plants. If your records or those of your principals do not contain all the information requested, however, you may obtain figures from other available sources.

Please have the principals of the schools designated on the Principal Information Forms complete the appropriate questionnaire and return it to your office. In addition, we ask that you complete the Superintendent Information Form and forward it at the same time with the Principal Information Forms using the enclosed official envelope which requires no postage. Extra copies are enclosed for each respondent to use in completing the questionnaires and to keep for his records. All questionnaires should be returned by May 9, 1969.

It must be emphasized that criteria used in drawing a sample of schools and school districts were based on geographic representation and enrollment characteristics. In no case were complaints of any kind about discrimination a factor in selecting either schools or school districts.

If you have any questions, call collect or write to Henry M. Ramirez, Chief, Mexican American Studies Division, U.S. Commission on Civil Rights, Washington, D. C. 20425 (telephone: Area Code 202, 382-8941). Please indicate you are calling in reference to the questionnaire.

Thank you for your assistance in this most important study.

Sincerely yours,

Howard A. Glickstein
Acting Staff Director

Enclosures

## MEXICAN AMERICAN EDUCATION STUDY

### School Principal Information Form

**General Instructions:**

*A. The person completing this questionnaire should be the school principal or his official delegate.*

*B. Answers to each question should be given as of March 31, 1969 unless some other time period is requested. If information is not available for March 31, 1969, give it for the time closest to, or encompassing, that date. Pupil membership and personnel data may be given on this questionnaire as they were reported on the Title VI Compliance Forms (Forms OS/CR 101 and 102, Fall 1968 Elementary and Secondary School Survey, required under Title VI of the Civil Rights Act of 1964, due October 15, 1968). If a date other than March 31, 1969 or a time period other than that requested is used, please indicate which date or time period is used in the space provided or in the left hand margin next to the question.*

*C. Use additional pages where necessary.*

*D.* **Instructions for determining ethnic and racial groupings:** *Wherever ethnic and racial data is requested, it is suggested that visual means be used to make such identification. Individuals should not be questioned or singled out in any way about their racial or ethnic lineage. For purposes of this questionnaire, please use the following classifications:*

| | | |
|---|---|---|
| i. | SPANISH SURNAMED AMERICAN: | *Persons considered in school or community to be of Mexican, Central American, Cuban, Puerto Rican, Latin American or Spanish-speaking origin. This group is often referred to as Mexican, Spanish American, or Latin American; local usage varies greatly. For the purposes in this questionnaire the terms "Mexican American" and "Spanish Surnamed American" are used interchangeably.* |
| ii. | NEGRO: | *Persons considered in school or community to be of Negroid or black African origin.* |
| iii. | ANGLO: | *White persons not usually considered in school or community to be members of any of the above ethnic or racial categories.* |
| iv. | OTHER: | *Persons considered "non-Anglo" and who are not classifiable as Spanish Surnamed American or Negro. Include as "Other" such persons as Orientals or American Indians.* |

*E. If a question is not applicable, if information is not available, or if you must estimate, please use the common, standard abbreviations printed on the bottom of each page.*

*F. After completing all items in this questionnaire, please return the questionnaire in accordance with your superintendent's instructions.*

**SCHOOL NAME** ____________________

**MAILING ADDRESS** ____________________
*Street Address or P.O. Box No.*
____________________
*Town* *County* *State* *Zip Code*

**TELEPHONE NUMBER** ____________________
*Area Code* *Number*

**NAME OF SCHOOL DISTRICT** ____________________

**NAME OF PRINCIPAL** ____________________

**SIGNATURE** ____________________ **DATE** ____________________

**NAME AND TITLE OF PERSON RESPONSIBLE FOR FILLING OUT QUESTIONNAIRE IF OTHER THAN THE PRINCIPAL** ____________________

**SIGNATURE** ____________________ **DATE** ____________________

**LEGEND:** *Unknown—UNK.; Estimate—EST.; Not Applicable—NA.; Not Available—?; None—0*

## MEXICAN AMERICAN EDUCATION STUDY

### School Principal Information Form

1. **If this school has received ESEA, Title I funds during the current (1968-1969) school year, check here.** ☐

2. **Is this school:** *(Check no more than one.)*

   A. ☐ A social adjustment school primarily for children who have disciplinary problems?
   B. ☐ Primarily for the physically handicapped?
   C. ☐ Primarily for the mentally retarded?
   D. ☐ Primarily for the emotionally disturbed?
   E. ☐ *(California only).* A continuation school?
   F. ☐ Organized primarily as some combination of A, B, C, D, or E? *(Specify.)* ____________________

   *If you checked any of the above (A, B, C, D, E, or F in question 2), do not answer any further questions, return this questionnaire in accordance with your superintendent's instructions.*

3. **What was the average daily attendance for this school in the month of October 1968 or, if not available for that month, for the time period nearest to or including October 1968?** *(Round answer to nearest whole number.)* ____________________
   **Time period if not October 1968** ____________________

   *Question 3 instructions: Average Daily Attendance is the aggregate of the attendance for each of the days during the stated reporting period divided by the number of days school was actually in session during that period. Only days on which pupils are under the guidance and direction of teachers should be considered as days in session.*

4. **Which best describes the locality (incorporated or unincorporated) of this school?** *(Check one only.)*

   A. ☐ Under 5,000 inhabitants
   B. ☐ 5,000 to 49,999 inhabitants
   C. ☐ 50,000 to 250,000 inhabitants
   D. ☐ Over 250,000 inhabitants

5. **Which best describes the attendance area of this school (the area from which the majority of pupils come)?** *(Check one only.)*

   A. ☐ A rural area
   B. ☐ A suburb
   C. ☐ A town or a city

6. **How many square feet of outdoor play area (including athletic area) does this school have?** *(Round answer to the nearest thousand square feet.)* ____________________

7. **Is (are) any grade(s) in this school (excluding kindergarten) on double sessions?** Yes ☐ *1* No ☐ *2*

**LEGEND:** *Unknown*—UNK.; *Estimate*—EST.; *Not Applicable*—NA.; *Not Available*—?; *None*—0

8. *List full-time staff by ethnic group and professional background as of March 31, 1969 unless data are unavailable for that date. In that case follow General Instructions, item 8, page 2.*

**Reporting date if not March 31, 1969** ____________________

*DO NOT assign any individual to more than one horizontal row; assign each in accordance with his major activity. Assign individuals to as many columns as are applicable.*

*NOTE: Columns (ii) through (v) should total column (i).*

| | Ethnic Group | | | | | Education | | | Experience | |
|---|---|---|---|---|---|---|---|---|---|---|
| | (i) | (ii) | (iii) | (iv) | (v) | (vi) | (vii) | (viii) | (ix) | (x) |
| | Total Number | Number Spanish Surnamed American | Number Negro | Number Anglo | Number Other | Number with Bachelor's degree only | Number with Master's but not Doctor's degree | Number with Doctor's degree | Number with under five years experience as an educator | Number with more than fifteen years experience as an educator |
| **A. Full-time professional nonteaching staff:** | | | | | | | | | | |
| (1) Principal | | | | | | | | | | |
| (2) Vice (assistant) principals | | | | | | | | | | |
| (3) Counselors | | | | | | | | | | |
| (4) Librarians | | | | | | | | | | |
| (5) Other full-time professional nonteaching staff | | | | | | | | | | |
| **B. Full-time professional instructional staff (teachers)** | | | | | | | | | | |
| **C. Secretaries, stenographers, bookkeepers and other clerical staff** | | | | | | | | | | |
| **D. Custodians, gardeners, and other maintenance staff** | | | | | | | | | | |
| **E. Full-time teacher aids (in classrooms)** | | | | | | | | | | |

| **9. How many people are employed part-time in the following capacities in this school?** | (i)<br>Number of people | (ii)<br>Full-time equivalence |
|---|---|---|
| A. Professional nonteaching staff | | |
| B. Professional instructional staff (teachers) | | |

*Question 9 instructions: Full-time equivalence is the amount of employed time required in a part-time position expressed in proportion to that required in a full-time position, with "1" representing one full-time position. (Round F.T.E. answers to the nearest whole number.)*

10. **What is the principal's annual salary?** *(Round answer to the nearest hundred dollars.)* $ ____________________.

11. **For how many years has the present principal been principal of this school?** ____________________

12. **Indicate for approximately how many months the principal is regularly at work in the school plant.** *(Check the alternative which is most accurate.)*

A. ☐ Eleven months or more, full-time
B. ☐ Ten months, full-time
C. ☐ Nine months, full-time
D. ☐ Eight months or fewer, full-time
E. ☐ Part-time *(Explain.)* ____________________________________________

**LEGEND:** *Unknown—UNK.; Estimate—EST.; Not Applicable—NA.; Not Available—?; None—0*

13. **What number of the full-time professional instructional staff (teachers) in this school earn the following salaries?** *Do not include extra pay assignments.)*

A. Less than $4,000 for school year________________
B. $4,000 to $5,999 for school year________________
C. $6,000 to $7,999 for school year________________
D. $8,000 to $9,999 for school year________________
E. $10,000 to $11,999 for school year________________
F. $12,000 or above for school year________________

*Question 13 instructions. The total of lines A through F should equal the number of full-time teachers in this school. (See question 8, line B, column (i).*

14. *Give the number of pupils in membership in the following classes and grades as of March 31, 1969 by ethnic group. If data are unavailable for this date, refer to General Instructions, item B, page 2. Do not include kindergarten, prekindergarten or Head Start as the lowest grade. Start with grade 1.*

**Reporting date if not March 31, 1969**________________

| | (i) Total Number | (ii) Number Spanish Surnamed American | (iii) Number Negro | (iv) Number Anglo | (v) Number Other |
|---|---|---|---|---|---|
| A. **Lowest grade in this school** *(specify.      )* | | | | | |
| B. **Highest grade in this school** *(specify.      )* | | | | | |
| C. **Classes for the mentally retarded** | | | | | |

15. *If this school housed grade 12, in the 1967-1968 school year, answer A, B, C, and D of this question. Otherwise, proceed to question 16.*

| | (i) Number Spanish Surnamed American | (ii) Number Negro | (iii) Number Anglo | (iv) Number Other |
|---|---|---|---|---|
| A. **How many pupils were graduated from this school from July 1, 1967 to June 30, 1968?** | | | | |
| B. **Of "A" above, how many entered a two or four year college by March 31, 1969?** | | | | |
| C. **Of "A" above, how many entered some post high school educational program other than a two or four year college by March 31, 1969?** *(For example, beauty school, vocational school, or business school. Do not include military service.)* | | | | |
| D. **Of "A" above, how many entered military service prior to March 31, 1969?** | | | | |

**LEGEND:** *Unknown*–UNK., *Estimate*–EST.; *Not Applicable*–NA.; *Not Available*–?; *None*–0

16. *For facilities listed below, give the information requested in columns (i) through (v). Do not include any given facility on more than one horizontal line. Count facilities only by their most frequent designation. (e.g., a room which is used predominantly as a science laboratory should not be counted as a classroom.)*

| | (i) | (ii) | (iii) | (iv) | (v) |
|---|---|---|---|---|---|
| | Total Number | Total pupil capacity (legal capacity)* | Number in need of replacement | Number adequately equipped for your program | Year the greatest number were built or acquired |
| A. **Cafetoriums (multi-purpose rooms designed for use as a combination cafeteria, auditorium and/or gymnasium)** | | | | | |
| B. **Cafeterias** | | | | | |
| C. **Auditoriums** | | | | | |
| D. **Gymnasiums** | | | | | |
| E. **Central libraries** | | | | | |
| F. **Nurses offices (infirmaries)**** | | | | | |
| G. **Electronic language laboratories** | | | | | |
| H. **Science laboratories** | | | | | |
| I. **Shop rooms** | | | | | |
| J. **Domestic science rooms** | | | | | |
| K. **Portable classrooms** *(Do not include any rooms counted in A through J.)* | | | | | |
| L. **Regular classrooms** *(Do not include any rooms counted in A through K.)* | | | | | |
| M. **Swimming pools** | | | | | |
| N. **Books in library** *(Round answer to nearest hundred. Do not count periodicals.)* | | | | | |

**(ii) If legal capacity is not known, report the number of pupils who can be seated or can comfortably use facility.*

*** Pupil capacity means number of beds.*

17. *Answer "Yes" or "No" to line A for each column. If you answer "Yes" to "A" for any column, please complete the questions in the rest of that column.*

| | (i) | (ii) | (iii) | (iv) | (v) |
|---|---|---|---|---|---|
| | English as a second language for the Spanish-speaking (instruction in English for those who know little or no English) | Bilingual education (instruction in both Spanish and English so that the mother tongue is strengthened concurrent with the pupil learning a second language) | Mexican American, Spanish American or Hispanic history or culture | Mexican and/or Spanish history and culture | Remedial reading |
| A. **Does this school offer this subject or course?** | | | | | |
| B. **For how many years has this subject or course been taught at this school?** | | | | | |
| C. **How many pupils are taking this subject or are enrolled in this course this year?** *(Include pupils of all ethnic backgrounds.)* | | | | | |
| D. **How many Spanish Surnamed pupils are taking this subject or are enrolled in this course this year?** | | | | | |
| E. **How many clock hours a week does this subject or course meet, per pupil, in the following grades: Kindergarten and/or Prekindergarten?** | | | | | |
| **1st grade?** | | | | | |
| **2nd grade?** | | | | | |
| **3rd grade?** | | | | | |
| **4th grade?** | | | | | |
| **5th grade?** | | | | | |

**LEGEND:** *Unknown–UNK.; Estimate–EST.; Not Applicable–NA., Not Available–?; None–0*

| 17. (continued) | (i) English as a second language for the Spanish speaking (instruction in English for those who know little or no English) | (ii) Bilingual education (instruction in both Spanish and English so that the mother tongue is strengthened concurrent with the pupil learning a second language) | (iii) Mexican American Spanish American or Hispanic history or culture | (iv) Mexican and or Spanish history and culture | (v) Remedial reading |
|---|---|---|---|---|---|
| 6th grade? | | | | | |
| 7th grade? | | | | | |
| 8th grade? | | | | | |
| 9th grade? | | | | | |
| 10th grade? | | | | | |
| 11th grade? | | | | | |
| 12th grade? | | | | | |
| F. How many of the teachers who teach this subject or or course have had two or more courses (6 semester hours or more) in applicable subject matter? | | | | | |
| G. How many teachers teach this subject or course? | | | | | |

| 18. *(Elementary schools only)* **As of March 31, 1969 by ethnic group, how many pupils were:** | (i) Number Spanish Surnamed American | (ii) Number Negro | (iii) Number Anglo | (iv) Number Other |
|---|---|---|---|---|
| A. Repeating the first grade this year? | | | | |
| B. In the first grade, but two years or more overage for the first grade? | | | | |

19. **Does this school discourage Mexican American pupils from speaking Spanish:**

A. On the school grounds? Yes ☐1 No ☐2

B. In the classroom (except Spanish class or Spanish Club)? Yes ☐1 No ☐2

20. **If you checked "Yes" to A or B above (question 19) in what way does this school discourage the speaking of Spanish?** *(Check all which apply.)*

A. ☐ Requiring staff to correct those who speak Spanish
B. ☐ Suggesting that staff correct those who speak Spanish
C. ☐ Encouraging other pupils to correct those who speak Spanish
D. ☐ Providing pupil monitors to correct those who speak Spanish
E. ☐ Disciplining persistent speakers of Spanish
F. ☐ Utilizing other methods *(Specify.)* __________

21. **Is there currently a written policy for this school regarding the use of Spanish?**
Yes ☐1 No ☐2 *If yes, please attach a copy of that policy and give us the date it became effective.* __________

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**LEGEND:** ***Unknown*—UNK.; *Estimate*—EST.; *Not Applicable*—NA.; *Not Available*—?; *None*—0**

22. If you checked "No" to A or B in question 19, does this school encourage the speaking of Spanish (outside Spanish class or Spanish club)? Yes ☐*1* No ☐*2*

23. Does this school provide for: *(Check all which apply.)*

A. ☐ School wide celebration of 16 de Septiembre?
B. ☐ Classroom celebration of 16 de Septiembre?
C. ☐ A unit or more on Mexican cooking in home economics classes?
D. ☐ Special units on Mexican American, Spanish American or Hispanic history in social studies programs?
E. ☐ Special assemblies dealing with Mexican or Spanish culture?
F. ☐ Other activities relative to Mexican Americans? *(Specify.)*____________________

24. The following is a list of possible reasons for suspension:

A. Violation of dress code or grooming code
B. Use of foul language
C. Disrespect for teachers
D. Destruction of school property
E. Truancy
F. Speaking Spanish
G. Smoking
H. Drug use
I. Tardiness
J. Consumption of alcohol
K. Fighting
L. Other *(Specify.)*____________________

*For each ethnic group, list the letters of the five most common reasons for suspension in order of their importance.*

| Spanish Surnamed American | Negro | Anglo | Other |
|---|---|---|---|
| 1.________ | 1.________ | 1.________ | 1.________ |
| 2.________ | 2.________ | 2.________ | 2.________ |
| 3.________ | 3.________ | 3.________ | 3.________ |
| 4.________ | 4.________ | 4.________ | 4.________ |
| 5.________ | 5.________ | 5.________ | 5.________ |

25. *(Elementary schools only)* In this school, what number of Spanish Surnamed first graders speak English as well as the average Anglo first grader?________________

| 26. *(Secondary schools only)* List the number of pupils in the following offices and activities by ethnic group as of March 31, 1969, unless otherwise specified. | (i) Number Spanish Surnamed American | (ii) Number Negro | (iii) Number Anglo | (iv) Number Other |
|---|---|---|---|---|
| A. President of student body (highest elected or appointed student office) | | | | |
| B. Vice-president of student body (second highest elected or appointed student office) | | | | |
| C. Presidents of freshman, sophomore, junior, and senior classes | | | | |
| D. Editorial staff of school paper | | | | |
| E. Homecoming queen (or football queen), 1968. | | | | |
| F. Homecoming queen's (or football queen's) court, 1968 | | | | |
| G. Cheer leaders (or song leaders) | | | | |

27. At which of the following times does this school normally hold PTA meetings? *(Check one only.)*

A. ☐ Morning B. ☐ Afternoon C. ☐ Evening

LEGEND: *Unknown*—UNK.; *Estimate*—EST.; *Not Applicable*—NA.; *Not Available*—?; *None*—0

28. **How often does the PTA meet?** *(Check the one which most accurately applies.)*

A. ☐ Weekly  B. ☐ Monthly  C. ☐ Quarterly  D. ☐ Annually

29. **How many Spanish Surnamed adults attended the last regular PTA meeting (not a special program)?** ____________

30. **How many adults (include all ethnic groups) attended the last regular PTA meeting (not a special program)?** ____________

31. **In what language are notices to parents written?** *(Check one only.)*

A. ☐ English
B. ☐ Spanish
C. ☐ English and Spanish
D. ☐ Other *(Explain.)* ____________

32. **In what language are PTA meetings of this school conducted?** *(Check one only.)*

A. ☐ English
B. ☐ Spanish
C. ☐ English and Spanish
D. ☐ Other *(Explain.)* ____________

33. **Which one of the following best describes the practice for assigning pupils to this school?** *(Check one only.)*

A. ☐ Pupils residing in this attendance area attend this school with no or few transfers allowed.
B. ☐ Pupils residing in this attendance area generally attend this school but transfers are frequently allowed.
C. ☐ Pupils are assigned to this school on the basis of intelligence, achievement, or their program of study.
D. ☐ Any pupil residing in this school district may attend this school.
E. ☐ Some other practice is followed. *(Describe briefly.)* ____________

34. **What percent of the Spanish Surnamed pupils in this school come from families with a total annual income of:** *(Estimate.)*

A. Below $3,000? ________%  B. Over $10,000? ________%

35. **What percent of the Anglo pupils in this school come from families with a total annual income of:** *(Estimate.)*

A. Below $3,000? ________%  B. Over $10,000? ________%

36. **What percent of the Negro pupils in this school come from families with a total annual income of:** *(Estimate.)*

A. Below $3,000? ________%  B. Over $10,000? ________%

37. **What percent of the Other pupils in this school come from families with a total annual income of:** *(Estimate.)*

A. Below $3,000? ________%  B. Over $10,000? ________%

38. **What percent of the Spanish Surnamed pupils in this school come from families in which the highest educational attainment level of the head of the household is:** *(Estimate.)*

A. 0 to 5 years? ____________%
B. 6 to 8 years? ____________%
C. Some high school? ____________%
D. High school graduate? ____________%
E. Some college? ____________%
F. College graduate? ____________%
G. Total ____100____%

**LEGEND:** *Unknown—UNK.; Estimate—EST.; Not Applicable—NA.; Not Available—?; None—0*

**39.** **What percent of the Anglo pupils in this school come from families in which the highest educational attainment level of the head of the household is:** *(Estimate.)*

A. 0 to 5 years?________________%
B. 6 to 8 years?________________%
C. Some high school?________________%
D. High school graduate?________________%
E. Some college?________________%
F. College graduate?________________%
G. Total ____100____ %

**40.** **What percent of the Negro pupils in this school come from families in which the highest educational attainment level of the head of the household is:** *(Estimate.)*

A. 0 to 5 years?________________%
B. 6 to 8 years?________________%
C. Some high school?________________%
D. High school graduate?________________%
E. Some college?________________%
F. College graduate?________________%
G. Total ____100____ %

**41.** **What percent of the Other pupils in this school come from families in which the highest educational attainment level of the head of the household is:** *(Estimate.)*

A. 0 to 5 years?________________%
B. 6 to 8 years?________________%
C. Some high school?________________%
D. High school graduate?________________%
E. Some college?________________%
F. College graduate?________________%
G. Total ____100____ %

**42.** **Does this school practice grouping or tracking?** **Yes** ☐1 **No** ☐2

**43.** **If you answered "Yes" to question 42, for how many years has this school practiced grouping or tracking?**________________

**44.** **If you answered "Yes" to question 42, at what grade level does this school start grouping or tracking?** ________________

| **45.** *Rate each of the following criteria for grouping, tracking, or promotion according to its importance in this school.* | (i) | (ii) | (iii) | (iv) |
|---|---|---|---|---|
| | Very important | Important | Of little importance | Of no importance |
| **A. Scores on standardized achievement tests** | | | | |
| **B. IQ test results** | | | | |
| **C. Reading grade levels** | | | | |
| **D. Student scholastic performances (grades)** | | | | |
| **E. Emotional and physical maturity** | | | | |
| **F. Student interests and study habits** | | | | |
| **G. Parental preferences** | | | | |
| **H. Student preferences** | | | | |
| **I. Teacher referrals** | | | | |
| **J. Other** *(Specify.)*________________ | | | | |

*Questions 46 thru 48 instructions:* **Complete the following questions for grades 4, 8 and/or 12.** *If none of these grades are housed, complete these questions for your highest grade and in the space available indicate the grade for which data are supplied.*

| **48.** *As of March 31, 1969, by ethnic group, how many pupils in this grade were:* | Grade 4 or specify | | | | Grade 6 | | | | Grade 12 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | (i) Number Spanish Surnamed American | (ii) Number Negro | (iii) Number Anglo | (iv) Number Other | (i) Number Spanish Surnamed American | (ii) Number Negro | (iii) Number Anglo | (iv) Number Other | (i) Number Spanish Surnamed American | (ii) Number Negro | (iii) Number Anglo | (iv) Number Other |
| A. Reading more than three years below grade level? | | | | | | | | | | | | |
| B. Reading more than two but not more than three years below grade level? | | | | | | | | | | | | |
| C. Reading more than six months but not more than two years below grade level? | | | | | | | | | | | | |
| D. Reading not more than six months below but not more than six months above grade level? | | | | | | | | | | | | |
| E. Reading more than six months but not more than two years above grade level? | | | | | | | | | | | | |
| F. Reading more than two years above grade level? | | | | | | | | | | | | |
| G. Total number of pupils in this grade, *(the sum of lines A through F should equal the total number of pupils in this grade by ethnic group.)* | | | | | | | | | | | | |
| H. Two years or more overage for this grade? | | | | | | | | | | | | |
| I. Classified as having an IQ below 70? | | | | | | | | | | | | |
| J. *(Secondary schools only)* Repeating one or more subjects this year? | | | | | | | | | | | | |
| K. *(Elementary schools only)* Repeating the grade this year? | | | | | | | | | | | | |
| L. Transferred to juvenile authorities this school year (prior to March 31, 1969) for causes related to the pupil's behavior? | | | | | | | | | | | | |
| M. Suspended two or more times this school year (prior to March 31, 1969)? | | | | | | | | | | | | |
| N. *(Secondary schools only)* Enrolled primarily in classes designed to prepare them for higher education? | | | | | | | | | | | | |

**LEGEND:** *Unknown*—UNK.; *Estimate*—EST.; *Not Applicable*—NA.; *Not Available*—?; *None*—0

| AE. (continued) As of March 31, 1969, by ethnic group, how many pupils in this grade were: | Grade 4 or specify | | | | Grade 8 | | | | Grade 12 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | (i) | (ii) | (iii) | (iv) | (i) | (ii) | (iii) | (iv) | (i) | (ii) | (iii) | (iv) |
| | Number Spanish Surnamed American | Number Negro | Number Anglo | Number Other | Number Spanish Surnamed American | Number Negro | Number Anglo | Number Other | Number Spanish Surnamed American | Number Negro | Number Anglo | Number Other |
| O. *(Secondary schools only)* **Enrolled primarily in classes designed to prepare them for immediate employment or for entrance into technical, vocational, or occupational schools?** | | | | | | | | | | | | |
| P. *(Secondary schools only)* **Enrolled primarily in classes not designed for preparation of the activities mentioned in N or O above?** | | | | | | | | | | | | |
| Q. *(Secondary schools only)* **Total of lines N, O, and P; the sum of lines N, O, and P should equal the total pupil membership in this grade by ethnic group.** | | | | | | | | | | | | |
| R. **In average daily attendance during March 1969?** *(See question 3 for definition of ADA.)* | | | | | | | | | | | | |
| S. **Enrolled in highest ability level of English class?** | | | | | | | | | | | | |
| T. **Enrolled in lowest ability level of English class (excluding mentally retarded classes)?** | | | | | | | | | | | | |

**LEGEND:** *Unknown*–UNK.; *Estimate*–EST., *Not Applicable*–NA.; *Not Available*–?; *None*–0.

| | Grade 4 or specify | Grade 8 | Grade 12 |
|---|---|---|---|
| **47.** Does this school group or track students according to ability or achievement in this grade? | A. ☐ Yes, for all students<br>B. ☐ Yes, for highest achieving students only<br>C. ☐ Yes, for lowest achieving students only<br>D. ☐ Yes, for highest and lowest achieving students only<br>E. ☐ Yes, some plan other than the above is followed. *(Specify.)* ________<br>F. ☐ No | A. ☐ Yes, for all students<br>B. ☐ Yes, for highest achieving students only<br>C. ☐ Yes, for lowest achieving students only<br>D. ☐ Yes, for highest and lowest achieving students only<br>E. ☐ Yes, some plan other than the above is followed. *(Specify.)* ________<br>F. ☐ No | A. ☐ Yes, for all students<br>B. ☐ Yes, for highest achieving students only<br>C. ☐ Yes, for lowest achieving students only<br>D. ☐ Yes, for highest and lowest achieving students only<br>E. ☐ Yes, some plan other than the above is followed. *(Specify.)* ________<br>F. ☐ No |
| **48.** If you checked A, B, C, D or E above (question 47) on any grade, check which of the following best describes the system of grouping in that grade. | A. ☐ Pupils are placed in a particular group and attend all classes within this group.<br>B. ☐ Pupils may be in different groups for different subjects depending on their ability in that subject. | A. ☐ Pupils are placed in a particular group and attend all classes within this group.<br>B. ☐ Pupils may be in different groups for different subjects depending on their ability in that subject. | A. ☐ Pupils are placed in a particular group and attend all classes within this group.<br>B. ☐ Pupils may be in different groups for different subjects depending on their ability in that subject. |

**49.** *Use the following space and additional pages, if necessary, to give us further comments relative to this questionnaire.*

**LEGEND:** *Unknown*—UNK.; *Estimate*—EST.; *Not Applicable*—NA.; *Not Available*—?; *None*—0

## School Districts in California Cited in December 1969 as Having One or More Imbalanced Schools

### SCHOOLS DISTRICTS REMOVED FROM IMBALANCED LIST

Arcadia Unified (Los Angeles County)
Atwater Elementary (Merced County)
Corcoran Unified (Kings County)
Coronado City Unified (San Diego County)
Downey Unified (Los Angeles County)
Elk Grove Unified (Sacramento County)
Elsinore Union Elementary (Riverside County)
Eureka City Elementary and High (Humboldt County)
Fairfax Elementary (Kern County)
Fountain Valley Elementary (Orange County)
Hemet Unied (Riverside County)
Hollister Elementary (San Benito County)
Laton Unified (Fresno County)
Live Oak Unified (Sutter County)
Los Alamitos Elementary (Orange County)
Modoc-Tulelake Jt. Unified (Modoc County)
Napa Valley Unified (Napa County)
Palo Verde Unified (Riverside County)
Paramount Unified (Los Angeles County)
Perris Elementary (Riverside County)
Redondo Beach City Elementary (Los Angeles County)
San Leandro Unified (Alameda County)
San Lorenzo Unified (Alameda County)
Southern Kern Unified (Kern County)
Union Elementary (Santa Clara County)

### SCHOOL DISTRICTS DECLINING TO STATE INTENTION TO STUDY AND CONSIDER PLANS REGARDING IMBALANCE

| | Number of Imbalanced Schools |
|---|---|
| Atascadero Unified (San Luis Obispo) | 1 |
| Inglewood Unified* (Los Angeles) | 6 |
| Jefferson Elem. (San Mateo) | 8 |
| Needless Unified (San Bernardino) | 3 |
| North Monterey County Union Elem. (Monterey) | 6 |
| Oasis Jt. Elem. (Riverside) | 2 |
| Salinas City Elem. (Monterey) | 6 |
| Santa Maria Jt. Un. High (Santa Barbara) | 1 |

### SCHOOL DISTRICTS STATING INTENTION TO STUDY AND CONSIDER PLANS REGARDING IMBALANCE

| | Number of Imbalanced Schools |
|---|---|
| ALAMEDA COUNTY | |
| Fremont Unified | 3 |
| Hayward Unified | 12 |
| Newark Unified | 2 |
| New Haven Unified | 3 |
| Oakland City Unified | 72 |
| Pleasanton Jt. Elem. | 1 |
| ALPINE COUNTY | |
| Alpine County Unified | 2 |
| BUTTE COUNTY | |
| Chico Unified | 2 |
| Oroville City Elem. | 1 |
| COLUSA COUNTY | |
| Pierce Jt. Unified | 2 |
| CONTRA COSTA COUNTY | |
| Mount Diablo Unified | 3 |
| Pittsburg Unified | 7 |
| Richmond Unified | 43 |
| FRESNO COUNTY | |
| Clovis Unified | 4 |
| Coalinga Jt. Unified | 3 |
| Fresno City Unified | 49 |
| Kings Canyon Unified | 5 |
| Madison Elementary | 1 |
| Sanger Unified | 9 |
| Selma Unified | 8 |
| HUMBOLDT COUNTY | |
| Klamath-Trinity Unif. | 5 |
| Southern Humboldt Unif. | 3 |

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* On July 22, 1970, the Honorable Max F. Deutz in the Superior Court of Los Angeles County, Calif., ordered the Board of Education of the Inglewood Unified School District to integrate because of racial imbalance in the school district. The title of the case is *Janel Johnson vs. Inglewood Unified School District*, Los Angeles Superior Court, Case No. 973669.

## APPENDIX D (cont'd)

| | Number of Imbalanced Schools |
|---|---|
| IMPERIAL COUNTY | |
| Brawley Elementary | 4 |
| El Centro Elementary | 5 |
| Holtville Unified | 1 |
| KERN COUNTY | |
| Bakersfield City Elem. | 29 |
| Delano Union Elem. | 5 |
| El Tejon Union Elem. | 1 |
| Kern Jt. Union High | 9 |
| Lamont Elem. | 1 |
| McFarland Union Elem. | 1 |
| Mojave Unified | 1 |
| KINGS COUNTY | |
| Central Union Elem. | 1 |
| Hanford Elementary | 4 |
| Reef-Sunset Union Elem. | 2 |
| LOS ANGELES COUNTY | |
| Alhambra City Elem. & High | 4 |
| Azusa Unified | 6 |
| Baldwin Park Unified | 2 |
| Bassett Elementary | 1 |
| Bonita Unified | 1 |
| Compton City Elem. | 15 |
| Compton Union High | 7 |
| Covina-Valley Unif. | 1 |
| Culver City Unif. | 1 |
| Duarte Unified | 5 |
| East Whittier City El. | 1 |
| El Monte Elem. | 7 |
| El Rancho Unified | 8 |
| Garvey Elementary | 2 |
| Glendale Unified | 3 |
| Hudson Elementary | 14 |
| La Canada Unified | 1 |
| La Puente Union High | 2 |
| Little Lake City Elem. | 1 |
| Long Beach Unified | 17 |
| Los Angeles Unified | 550 |
| Los Nietos Elem. | 2 |
| Lynwood Unified | 1 |
| Monrovia Unified | 4 |
| Montbello Unified | 16 |
| Mountain View Elem. | 5 |
| Norwalk-La Mirada City Unified | 9 |
| Pasadena Unified | 29 |
| Pomona Unified | 17 |
| Rowland Elementary | 8 |
| Santa Monica Unified | 9 |
| South Pasadena Unif. | 1 |
| Torrance Unified | 2 |
| Whittier City Elem. | 5 |
| Whittier Union High | 1 |
| MADERA COUNTY | |
| Madera Unified | 9 |
| MARIN COUNTY | |
| Novato Unified | 1 |
| MERCED COUNTY | |
| Dos Palos Jt. Union Elem. | 1 |
| Los Banos Unified | 1 |
| Merced City Elem. | 11 |
| Newman-Gustine Unif. | 6 |
| MONTEREY COUNTY | |
| Monterey Peninsula Unif. | 12 |
| ORANGE COUNTY | |
| Anaheim City Elem. | 3 |
| Fullerton Elem. | 1 |
| Garden Grove Unified | 6 |
| La Habra City Elem. | 2 |
| Magnolia Elem. | 1 |
| Orange Unified | 4 |
| Placentia Unified | 3 |
| Santa Ana Unified | 19 |
| Savanna Elem. | 1 |
| Westminster Elem. | 1 |
| PLACER COUNTY | |
| Roseville City Elem. | 3 |
| Western Placer Unif. | 1 |
| RIVERSIDE COUNTY | |
| Alvord Unified | 1 |
| Banning Unified | 2 |
| Desert Sands Unified | 8 |
| Jurupa Unified | 2 |
| Palm Springs Unified | 2 |
| Riverside Unified | 4 |
| SACRAMENTO COUNTY | |
| Del Paso Heights Elem. | 2 |
| Folsom-Cordova Jt. Unified | 1 |
| Grant Jt. Union High | 5 |
| North Sacramento Elem. | 4 |
| River Delta Jt. Unif. | 4 |
| Robla Elementary | 1 |
| Sacramento City Unif. | 33 |
| SAN BERNARDINO COUNTY | |
| Barstow Unified | 9 |
| Chaffey Union High | 1 |
| Chino Unified | 4 |
| Colton Jt. Unified | 14 |
| Fontana Unified | 3 |
| Ontario-Montclair Elem. | 6 |
| Redlands Unified | 8 |
| Rialto Unified | 2 |
| San Bernardino City U. | 42 |
| Upland Elementary | 1 |
| Victor Elementary | 3 |

## APPENDIX D (cont'd)

| | Number of Imbalanced Schools |
|---|---|
| SAN DIEGO COUNTY | |
| Carlsbad City Elem. | 2 |
| Chula Vista City Elem. | 4 |
| Escondido City Elem. | 1 |
| National Elem. | 1 |
| Oceanside Union Elem. | 2 |
| Pauma Elementary | 1 |
| Rich-Mar Union Elem. | 1 |
| San Diego City Unif. | 91 |
| Sweetwater Union High | 6 |
| SAN FRANCISCO COUNTY | |
| San Francisco City U. | 114 |
| SAN JOAQUIN COUNTY | |
| Escalon Unified | 1 |
| Lodi Unified | 7 |
| Manteca Unified | 1 |
| Stockton City Unif. | 37 |
| Tracy Elementary | 4 |
| SAN LUIS OBISPO COUNTY | |
| Lucia Mar Unified | 3 |
| Paso Robles Union Elem. | 1 |
| San Luis Coastal Unif. | 2 |
| SAN MATEO COUNTY | |
| Bayshore Elem. | 1 |
| Jefferson Union High | 1 |
| La Honda-Pescadero Unif. | 1 |
| Ravenswood City Elem. | 5 |
| Redwood City Elem. | 5 |
| San Mateo Union High | 1 |
| Sequoia Union High | 1 |
| SANTA BARBARA COUNTY | |
| Carpinteria Unif. | 1 |
| Goleta Union Elem. | 1 |
| Santa Barbara City Elem. and High | 9 |
| Santa Maria Elem. | 6 |
| SANTA CLARA COUNTY | |
| Alum Rock Union Elem. | 10 |
| Berryessa Union Elem. | 1 |
| East Side Union High | 2 |
| Evergreen Elem. | 3 |
| Franklin-McKinley Elem. | 2 |
| Fremont Union High | 1 |
| Gilroy Unif. | 5 |
| Milpitas Elem. | 2 |
| Morgan Hill Unif. | 3 |
| Mountain View Elem. | 1 |
| Mountain View-Los Altos Union High | 1 |
| Oak Grove Elem. | 2 |
| Palo Alto City Unif. | 1 |
| San Jose Unif. | 41 |
| Santa Clara Unif. | 2 |
| Sunnyvale Elem. | 2 |
| Whisman Elem. | 1 |
| SANTA CRUZ COUNTY | |
| Pajaro Valley Unif. | 11 |
| Santa Cruz City Elem. and High | 1 |
| SHASTA COUNTY | |
| Fall River Jt. Unif. | 1 |
| SISKIYOU COUNTY | |
| Weed Union Elem. | 1 |
| SOLANO COUNTY | |
| Fairfield-Suisun Jt. Unif. | 4 |
| Vallejo City Unif. | 10 |
| SONOMA COUNTY | |
| Santa Rosa City Elem. and High | 1 |
| STANISLAUS COUNTY | |
| Modesto City Elem. & High | 4 |
| Patterson Jt. Unif. | 4 |
| Riverbank Elem. | 1 |
| TULARE COUNTY | |
| Cutler-Orosi Unif. | 4 |
| Dinuba Union Elem. | 2 |
| Lindsay Unif. | 1 |
| Porterville City Elem. | 3 |
| Porterville Union High | 1 |
| Tulare City Elem. | 3 |
| Visalia Unif. | 11 |
| VENTURA COUNTY | |
| Fillmore Unif. | 1 |
| Hueneme Elem. | 4 |
| Oxnard Elem. | 10 |
| Oxnard Union High | 5 |
| Pleasant Valley Elem. | 1 |
| Rio Elem. | 2 |
| Santa Paula Elem. | 5 |
| Valley Oaks Union Elem. | 1 |
| Ventura Unif. | 3 |
| YOLO COUNTY | |
| Davis Jt. Unif. | 1 |
| Washington Unif. | 1 |
| Woodland Jt. Unif. | 2 |
| YUBA COUNTY | |
| Marysville Jt. Unif. | 1 |

## APPENDIX TABLE I.
### ETHNIC COMPOSITION OF ENROLLMENT BY SCHOOL LEVEL

| Ethnic Group by School Level | ARIZONA | | CALIFORNIA | | COLORADO | | NEW MEXICO | | TEXAS | | SOUTHWEST | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| ELEMENTARY | | | | | | | | | | | | |
| Anglo | 164,398 | 70.1 | 1,884,277 | 72.5 | 236,668 | 80.6 | 73,541 | 49.5 | 850,928 | 61.0 | 3,209,813 | 68.8 |
| Mexican American | 47,723 | 20.3 | 404,750 | 15.6 | 43,028 | 14.7 | 58,975 | 39.7 | 312,290 | 22.4 | 866,774 | 18.5 |
| Black | 11,529 | 4.9 | 237,436 | 9.1 | 11,026 | 3.8 | 3,393 | 2.3 | 226,881 | 16.3 | 490,264 | 10.5 |
| Others | 10,903 | 4.6 | 71,245 | 2.7 | 2,739 | 0.9 | 12,547 | 8.5 | 4,375 | 0.3 | 101,809 | 2.1 |
| **Total** | **234,553** | **100.0** | **2,597,708** | **100.0** | **293,461** | **100.0** | **148,456** | **100.0** | **1,394,483** | **100.0** | **4,668,060** | **100.0** |
| INTERMEDIATE | | | | | | | | | | | | |
| Anglo | 24,732 | 72.9 | 562,043 | 73.2 | 88,607 | 83.0 | 32,994 | 58.2 | 335,015 | 68.0 | 1,043,391 | 71.6 |
| Mexican American | 6,548 | 19.3 | 104,264 | 13.6 | 13,734 | 12.9 | 19,784 | 34.9 | 88,775 | 18.0 | 233,106 | 16.0 |
| Black | 962 | 2.8 | 80,222 | 10.5 | 3,718 | 3.5 | 1,234 | 2.2 | 68,125 | 13.8 | 154,261 | 10.5 |
| Other | 1,665 | 4.9 | 20,934 | 2.7 | 739 | 0.6 | 2,643 | 4.7 | 1,080 | 0.2 | 27,060 | 1.9 |
| **Total** | **33,907** | **100.0** | **767,463** | **100.0** | **106,798** | **100.0** | **56,655** | **100.0** | **492,995** | **100.0** | **1,457,818** | **100.0** |
| SECONDARY | | | | | | | | | | | | |
| Anglo | 73,395 | 74.9 | 877,158 | 78.9 | 100,476 | 84.5 | 35,556 | 53.9 | 431,897 | 69.3 | 1,518,480 | 75.3 |
| Mexican American | 17,477 | 17.8 | 137,268 | 12.3 | 14,587 | 12.3 | 24,235 | 36.8 | 104,140 | 16.7 | 297,707 | 14.8 |
| Black | 3,292 | 3.4 | 70,321 | 6.3 | 3,033 | 2.6 | 1,032 | 1.6 | 84,807 | 13.6 | 162,905 | 8.1 |
| Other | 3,835 | 3.9 | 27,464 | 2.5 | 720 | 0.6 | 5,105 | 7.7 | 2,038 | 0.3 | 39,162 | 1.9 |
| **Total** | **97,999** | **100.0** | **1,112,211** | **100.0** | **118,834** | **100.0** | **65,928** | **100.0** | **622,882** | **100.0** | **2,017,854** | **100.0** |
| ALL SCHOOL LEVELS | | | | | | | | | | | | |
| Anglo | 262,526 | 71.6 | 3,323,478 | 74.2 | 425,749 | 82.0 | 142,092 | 52.4 | 1,617,840 | 64.4 | 5,771,684 | 70.9 |
| Mexican American | 71,748 | 19.6 | 646,282 | 14.4 | 71,348 | 13.7 | 102,994 | 38.0 | 505,214 | 20.1 | 1,397,586 | 17.2 |
| Black | 15,783 | 4.3 | 387,978 | 8.7 | 17,797 | 3.4 | 5,658 | 2.1 | 379,813 | 15.1 | 807,030 | 9.9 |
| Other | 16,402 | 4.5 | 119,642 | 2.7 | 4,198 | 0.8 | 20,295 | 7.5 | 7,492 | 0.3 | 168,030 | 2.0 |
| **Total** | **366,459** | **100.0** | **4,477,380** | **100.0** | **519,092** | **001.0** | **271,039** | **100.0** | **2,510,359** | **100.0** | **8,144,330** | **100.0** |

**Source:** Fall 1968 HEW Title VI Survey

### Note to Appendix Tables IIa to IIf

The data in Appendix Tables IIa to IIf are arranged in a cross-tabulation according to the percent of the enrollment that is Mexican American in the districts and schools. The vertical axis indicates, in 5 percent intervals, the percent which Mexican American pupils constitute of district enrollment. Utilizing the same 5 percent intervals, the horizontal axis indicates that percent of school enrollment which is Mexican American. Any given entry in the appendix tables represents the number of Mexican American students who are in a school and a district of the indicated ethnic composition. The block of entries which are within the heavy outline running on the diagonal represent those pupils in balanced schools. The block of entries which are to the right and above the heavy outline represent pupils in schools that have a disproportionately high Mexican American enrollment. The block of entries which are to the left and below the diagonal outline represent pupils in schools that have a disproportionately low Mexican American enrollment.

Because the data are ordered in 5 percent intervals, the Mexican American composition of schools can actually differ as much as 20 percent and as little as 10 percent above or below that of the district. For example, in districts 20-24 percent Mexican American, schools 35-39 percent Mexican American are considered balanced. Schools 35 percent Mexican American in a district 24 percent Mexican American as well as schools 39 percent Mexican American in a district 20 percent Mexican American could be included in the tabulation. It is believed that the number of Mexican American pupils in schools given a 10 percent tolerance approximate the number of pupils in schools given a 20 percent tolerance, that is, they balance out. Thus, the data provided here should be a reasonable estimate of the number of Mexican American pupils in ethnically balanced and imbalanced schools.

APPENDIX TABLE II A. **Mexican American Pupils in Balanced and Imbalanced Schools: Arizona**

Percent Mexican American of School Enrollment

| Percent Mexican American of District Enrollment | 0–4 | 5–9 | 10–14 | 15–19 | 20–24 | 25–29 | 30–34 | 35–39 | 40–44 | 45–49 | 50–54 | 55–59 | 60–64 | 65–69 | 70–74 | 75–79 | 80–84 | 85–89 | 90–94 | 95–100 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 0–4 | 1094 | 555 | 134 | | | | | | | | | | | | | | | | | |
| 5–9 | 490 | 1300 | 338 | 304 | 399 | | | | | | | | | | | | | | | |
| 10–14 | 470 | 1585 | 1178 | 140 | 1869 | 308 | | 139 | | 1774 | 182 | | | | | | | | | |
| 15–19 | 121 | 204 | 298 | 574 | 461 | | 373 | 135 | 390 | 332 | | 137 | | | | | | | | 665 |
| 20–24 | | | 276 | 267 | 2048 | 298 | | 295 | | | | | | | 216 | | | | | |
| 25–29 | 584 | 1339 | 788 | 415 | 954 | 4133 | 2035 | 1926 | 1046 | 651 | 2545 | 2261 | 591 | 349 | | 1868 | 1598 | 1071 | 490 | 828 |
| 30–34 | | | | | | 252 | 2984 | 505 | | | | | | | | | | | | |
| 35–39 | | | | | 145 | | 316 | | 267 | | | | | 420 | | | | | | |
| 40–44 | 36 | 81 | 228 | 198 | 126 | 241 | 615 | 1645 | 1003 | 261 | 690 | | 679 | 304 | 335 | 852 | 673 | 958 | 327 | |
| 45–49 | | | | | | | | | | 664 | | | | | | | | | | |
| 50–54 | | | | | | | | | 155 | 579 | 1612 | 655 | 233 | | | | | | | |
| 55–59 | | | | | | | | | | | | | | | | | | | | |
| 60–64 | | | | | | | | | | | | | | | | | | | | |
| 65–69 | | | | | 68 | | | | | | 189 | 888 | 1525 | 1774 | 1122 | 192 | | | 83 | 658 |
| 70–74 | | | | | | | | | | | | | | | 1832 | 360 | 200 | | | |
| 75–79 | | | | | | | | | | | | | | | | | | | | |
| 80–84 | | | | | | | | | | | | | | | | | | | | |
| 85–89 | | | | | | | | | | | | | | | | | | | | |
| 90–94 | | | | | | | | | | | | | | | | | | | | |
| 95–100 | | | | | | | | | | | | | | | | | | | | |

Source: Fall 1968 HEW Title VI Survey

APPENDIX TABLE II B. **Mexican American Pupils in Balanced and Imbalanced Schools: California**

Percent Mexican American of School Enrollment

| Percent Mexican American of District Enrollment | 0–4 | 5–9 | 10–14 | 15–19 | 20–24 | 25–29 | 30–34 | 35–39 | 40–44 | 45–49 | 50–54 | 55–59 | 60–64 | 65–69 | 70–74 | 75–79 | 80–84 | 85–89 | 90–94 | 95–100 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 0–4 | 16498 | 7247 | 1342 | 278 | 163 | | 49 | 19 | | | | | | | | | | | | |
| 5–9 | 13300 | 27289 | 15101 | 7378 | 4289 | 1154 | 1575 | 477 | 928 | | | | | 19 | | 235 | | | | |
| 10–14 | 5708 | 16322 | 24848 | 15874 | 9184 | 5860 | 6960 | 6708 | 1577 | 827 | 1678 | 285 | 136 | | 1010 | | 354 | 39 | | |
| 15–19 | 7822 | 11182 | 13878 | 19150 | 15901 | 8869 | 10109 | 6831 | 9371 | 7241 | 6423 | 4905 | 2951 | 4082 | 6876 | 8527 | 5730 | 10385 | 10797 | 16380 |
| 20–24 | 505 | 3496 | 5404 | 10149 | 16158 | 7411 | 6914 | 6033 | 5946 | 1951 | 2144 | 1592 | 573 | 494 | 1659 | | | 275 | | |
| 25–29 | 303 | 1257 | 1687 | 3119 | 4924 | 7427 | 4744 | 3871 | 1557 | 2415 | 1995 | 1596 | 2904 | 3290 | 1523 | 709 | | 934 | 146 | |
| 30–34 | | 88 | 626 | 1516 | 2217 | 2721 | 6140 | 2307 | 1487 | 1822 | 2726 | 571 | 451 | 632 | 546 | 396 | | 275 | | |
| 35–39 | 19 | 67 | 386 | 83 | 821 | 1483 | 2334 | 8146 | 4269 | 763 | 994 | 1541 | 452 | 130 | | | | 309 | | 495 |
| 40–44 | 3 | 49 | 159 | 356 | 601 | 1112 | 2337 | 3255 | 4345 | 4972 | 2668 | 1749 | 2884 | 353 | 223 | | 883 | 519 | | |
| 45–49 | | | 362 | 742 | 300 | 558 | 283 | 750 | 1382 | 5108 | 4062 | 1141 | 541 | 364 | | 668 | 1582 | 2086 | 641 | 494 |
| 50–54 | | | 26 | 85 | | | 540 | 565 | 845 | 3221 | 7548 | 733 | 375 | 696 | 1080 | 897 | 1001 | 1034 | 15 | |
| 55–59 | | | | 89 | | | 338 | 313 | | 985 | 4037 | 3262 | 534 | 1665 | | 1854 | 1472 | | 964 | |
| 60–64 | | | | | | | | 282 | | 207 | 239 | | 1508 | 676 | | 518 | | 485 | | |
| 65–69 | | | | | | | | | | | | | | 2479 | | | | | | |
| 70–74 | | | | | | | | | | | | | | 554 | 1770 | | 380 | | | |
| 75–79 | | | | | | | | | | | | | | | | 4821 | 1479 | | | |
| 80–84 | | | | | | | | | | | | | | | | | 1026 | 696 | | |
| 85–89 | | | | | | | | | | | | | | | | | 901 | 1575 | 719 | 232 |
| 90–94 | | | | | | | | | | | | | | | | | | | | |
| 95–100 | | | | | | | | | | | | | | | | | | | | |

Source: Fall 1968 HEW Title VI Survey

## APPENDIX TABLE II C. **Mexican American Pupils in Balanced and Imbalanced Schools: Colorado**

Percent Mexican American of School Enrollment

Percent Mexican American of District Enrollment

| | 0-4 | 5-9 | 10-14 | 15-19 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65-69 | 70-74 | 75-79 | 80-84 | 85-89 | 90-94 | 95-100 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 0-4 | 2286 | 485 | 177 | 25 | 165 | 124 | | | | | | | | | | | | | | |
| 5-9 | 1521 | 3170 | 1697 | 1259 | 651 | 304 | 372 | | 72 | | 401 | | 294 | 286 | | | | | | |
| 10-14 | 130 | 706 | 1747 | 616 | 460 | 187 | 233 | 187 | 205 | | | | | | | | | | | |
| 15-19 | 707 | 1047 | 2309 | 1968 | 1194 | 1387 | 1941 | 1348 | 347 | 725 | 2325 | 2131 | 1217 | 243 | 825 | 1598 | 803 | | | |
| 20-24 | | 24 | 101 | 915 | 1425 | 797 | 526 | | | 133 | | | | | | | | | | |
| 25-29 | | | 49 | 217 | 190 | 327 | 823 | | 245 | 91 | | | | | | | | | | |
| 30-34 | 7 | 63 | 48 | | 254 | 800 | 2188 | 581 | | 260 | 263 | | 145 | 17 | 154 | 237 | 168 | | | |
| 35-39 | 9 | 197 | 291 | 598 | 279 | 245 | 1219 | 1373 | 1205 | 739 | | 797 | 642 | 1181 | 924 | 454 | 369 | 96 | 322 | 123 |
| 40-44 | | 53 | | | | 11 | 268 | | | | 8 | | 32 | 579 | | | 232 | | | 175 |
| 45-49 | | | | | | | 175 | 275 | 113 | 56 | 369 | | | | | 451 | | | | |
| 50-54 | | | | | | | | | | 550 | 292 | | | | | | | | | |
| 55-59 | | | | | | | | | | 615 | 376 | 1304 | 936 | | | 684 | | | | 75 |
| 60-64 | | | | | | | | | | | | | | | | | | | | |
| 65-69 | | | | | | | | | | | | | | | | | | | | |
| 70-74 | | | | | | | | | | | | | | | | | | | | |
| 75-79 | | | | | | | | | | | | | | | | | | | | |
| 80-84 | | | | | | | | | | | | | | | | | | | | |
| 85-89 | | | | | | | | | | | | | | | | | | | | |
| 90-94 | | | | | | | | | | | | | | | | | | | | |
| 95-100 | | | | | | | | | | | | | | | | | | | 1736 | |

Source: Fall 1968 HEW Title VI Survey

## APPENDIX TABLE II D. **Mexican American Pupils in Balanced and Imbalanced Schools: New Mexico**

Percent Mexican American of School Enrollment

Percent Mexican American of District Enrollment

| | 0-4 | 5-9 | 10-14 | 15-19 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65-69 | 70-74 | 75-79 | 80-84 | 85-89 | 90-94 | 95-100 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 0-4 | 34 | | | | | | | | | | | | | | | | | | | |
| 5-9 | 110 | 650 | 345 | 391 | 14 | | | 105 | | | 130 | | | | | | | | | |
| 10-14 | 50 | 231 | 285 | 369 | 489 | 218 | 114 | 185 | | 298 | | | | | 160 | | | | | |
| 15-19 | 163 | 166 | 575 | 1163 | 874 | 549 | 259 | 114 | | 157 | 103 | 289 | | 520 | | | | | | |
| 20-24 | | 73 | 85 | | 238 | | | | | | | | | | 291 | | | | | |
| 25-29 | | 71 | 100 | 635 | 890 | 370 | 813 | | 378 | | 118 | | | 269 | 437 | | | | | |
| 30-34 | 16 | 55 | 29 | 111 | | 704 | 242 | 143 | 298 | 132 | 122 | | | | | 203 | 429 | | | |
| 35-39 | 147 | 992 | 1056 | 2095 | 1055 | 1362 | 810 | 1675 | 1071 | 2468 | 2916 | 3954 | 2179 | 1724 | 2909 | 1769 | 1287 | 1614 | 371 | 896 |
| 40-44 | 5 | | | | | | 165 | | 521 | 333 | | 133 | 408 | 8 | 779 | | | 70 | | |
| 45-49 | 16 | 43 | 71 | 178 | 335 | | 455 | 653 | 4094 | 673 | 113 | 2440 | 729 | | 490 | 951 | | 419 | | 1302 |
| 50-54 | | | | | | | | | | | | | | | | | | | | |
| 55-59 | | | | | | | | | | | 706 | 604 | 894 | | | | | | | |
| 60-64 | | | | | | 39 | | 140 | | 810 | 909 | 2118 | 3522 | 2624 | 632 | 682 | 646 | 176 | 61 | 120 |
| 65-69 | | | | | | | | | | | | | | | | | 294 | | 330 | 242 |
| 70-74 | | | | | | | | | | | 125 | | 352 | 1670 | 1520 | | 724 | 220 | 60 | 126 |
| 75-79 | | | | | | | | | | | | | | | 732 | 696 | | | | |
| 80-84 | | | | | | | | | | | | | | 260 | 881 | 3263 | 659 | 890 | 436 | 1795 |
| 85-89 | | | | | | | | | | | | | | | | 320 | 1136 | 2295 | 1006 | 1016 |
| 90-94 | | | | | | | | | | | | | | | | | | | 1270 | 278 |
| 95-100 | | | | | | | | | | | | | | | | | | | 808 | 804 |

Source: Fall 1968 HEW Title VI Survey

APPENDIX TABLE II E. **Mexican American Pupils in Balanced and Imbalanced Schools: Texas.**

Percent Mexican American of School Enrollment

Percent Mexican American of District Enrollment

| | 0-4 | 5-9 | 10-14 | 15-19 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65-69 | 70-74 | 75-79 | 80-84 | 85-89 | 90-94 | 95-100 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 0-4 | 8326 | 2473 | 573 | 178 | | | | | | | | | | | | | | | | |
| 5-9 | 5171 | 7952 | 5335 | 3426 | 1733 | 2320 | 863 | 1450 | 852 | 658 | 1421 | 811 | 1125 | 882 | 1070 | 943 | | | 489 | 189 |
| 10-14 | 2704 | 5347 | 5914 | 5439 | 2404 | 2488 | 1503 | 2072 | 3507 | 1533 | 1089 | 1936 | 2243 | 2346 | 2816 | 1020 | 1316 | 5098 | 383 | 1759 |
| 15-19 | 822 | 1521 | 2716 | 2890 | 2392 | 2598 | 2014 | 941 | 575 | 652 | 628 | 1181 | 1458 | 774 | 2022 | 2061 | 50 | | 1242 | 1756 |
| 20-24 | 110 | 410 | 1057 | 2084 | 2995 | 2762 | 1624 | 430 | 284 | 534 | 324 | | | 130 | | | 374 | 278 | | 660 |
| 25-29 | | | 604 | 1082 | 987 | 1781 | 2987 | 1395 | 667 | | 325 | 270 | 284 | | | | | | | 124 |
| 30-34 | 19 | | 403 | 231 | 913 | 1023 | 1957 | 676 | 620 | 815 | 531 | 252 | 498 | 342 | 516 | | | | | |
| 35-39 | | 59 | | 370 | 714 | 2580 | 303 | 2054 | 1570 | 1886 | 1104 | 286 | 1491 | 470 | | | | 246 | | |
| 40-44 | | 64 | 64 | 21 | 144 | | 1326 | 1380 | 1896 | 603 | 1456 | 60 | 183 | | | | 580 | | 640 | 473 |
| 45-49 | 195 | 500 | 364 | 565 | 520 | 1188 | 431 | 1096 | 1841 | 1361 | 2095 | 1496 | 974 | 2151 | | | 1327 | 5269 | 4060 | 3814 |
| 50-54 | 3 | 519 | 1110 | 614 | 441 | 1462 | 825 | 2061 | 1674 | 2790 | 859 | 4791 | 1850 | 1122 | 170 | 2240 | 925 | 2720 | 9543 | 12260 |
| 55-59 | 106 | 403 | 804 | 1647 | 208 | 942 | 1825 | 1311 | 1295 | 1414 | 4410 | 4243 | 6417 | 1621 | 6289 | 5818 | 3732 | 6615 | 7593 | 20666 |
| 60-64 | | | | 90 | 191 | 261 | 728 | 1030 | 265 | 479 | 535 | 1813 | 1129 | 1392 | 3865 | | | | 708 | 5329 |
| 65-69 | | | | | | | 158 | | 461 | | | 1304 | 2358 | 553 | 822 | 304 | | | 1698 | 1539 |
| 70-74 | | | 45 | | 126 | 61 | 145 | | | 308 | 372 | 990 | 998 | 2762 | 2439 | 1074 | 490 | 105 | 1337 | 4991 |
| 75-79 | | | | | | | | | | 348 | | | 344 | 2180 | 2263 | 3618 | 2331 | 764 | 390 | 3417 |
| 80-84 | | | | | | | | 211 | 126 | 61 | 500 | 688 | 223 | 1102 | 3996 | 8829 | 7583 | 1962 | 3199 | 11816 |
| 85-89 | | | | | 174 | | 139 | 185 | | 203 | 390 | 83 | 129 | | 226 | 5280 | 6937 | 7454 | 6442 | 27740 |
| 90-94 | | | | | | | | | | | | | | | | | | 896 | 1392 | 1017 |
| 95-100 | | | | | | | | | | | | | | | | | | 257 | 1369 | 6536 |

Source: Fall 1968 HEW Title VI Survey

APPENDIX TABLE II F. **Mexican American Pupils in Balanced and Imbalanced Schools: Southwest.**

Percent Mexican American of School Enrollment

Percent Mexican American of District Enrollment

| | 0-4 | 5-9 | 10-14 | 15-19 | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65-69 | 70-74 | 75-79 | 80-84 | 85-89 | 90-94 | 95-100 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 0-4 | 28208 | 10759 | 2226 | 481 | 328 | 124 | 49 | 19 | | | | | | | | | | | | |
| 5-9 | 20592 | 40162 | 22816 | 12757 | 7086 | 3778 | 2810 | 2032 | 1852 | 658 | 1952 | 811 | 1419 | 1187 | 1070 | 1178 | | | 489 | 189 |
| 10-14 | 9062 | 24191 | 33971 | 22438 | 14406 | 9061 | 8810 | 9291 | 5289 | 4432 | 2949 | 2221 | 2379 | 2346 | 3986 | 1020 | 1670 | 5137 | 383 | 1759 |
| 15-19 | 9635 | 14120 | 19776 | 25965 | 20823 | 13403 | 14696 | 9369 | 10683 | 9107 | 9479 | 8643 | 5626 | 5619 | 9723 | 12186 | 6583 | 10385 | 12039 | 18801 |
| 20-24 | 615 | 4003 | 6924 | 13414 | 22864 | 11268 | 9064 | 6758 | 6230 | 2618 | 2468 | 1592 | 573 | 624 | 2166 | | 374 | 553 | | 660 |
| 25-29 | 887 | 2667 | 3228 | 5468 | 7946 | 14038 | 11402 | 7191 | 3893 | 3157 | 4982 | 4127 | 3779 | 3908 | 1960 | 2577 | 1598 | 2005 | 636 | 952 |
| 30-34 | 42 | 206 | 1106 | 1858 | 3384 | 5500 | 13511 | 4212 | 2405 | 3029 | 3642 | 823 | 1094 | 991 | 1216 | 836 | 597 | 275 | | |
| 35-39 | 175 | 1315 | 1733 | 3146 | 3015 | 5670 | 4982 | 13248 | 8382 | 5856 | 5014 | 6578 | 4764 | 3925 | 3833 | 2223 | 1656 | 2265 | 693 | 1514 |
| 40-44 | 44 | 247 | 451 | 575 | 871 | 1363 | 4711 | 6280 | 7765 | 6169 | 4822 | 1942 | 4186 | 1244 | 1337 | 852 | 2368 | 1553 | 967 | 648 |
| 45-49 | 211 | 543 | 797 | 1485 | 1155 | 1746 | 1343 | 2774 | 7430 | 7862 | 6640 | 5077 | 2244 | 2515 | 490 | 2070 | 2909 | 7774 | 4701 | 5610 |
| 50-54 | 3 | 519 | 1136 | 699 | 441 | 1462 | 1365 | 2626 | 2673 | 7140 | 10311 | 6179 | 2458 | 1818 | 1250 | 3137 | 1926 | 3754 | 9558 | 12260 |
| 55-59 | 106 | 403 | 804 | 1736 | 208 | 942 | 2163 | 1624 | 1295 | 3014 | 9529 | 9413 | 8781 | 3306 | 6289 | 8356 | 5204 | 6615 | 8557 | 20741 |
| 60-64 | | | | 90 | 191 | 300 | 728 | 1452 | 265 | 1496 | 1682 | 3931 | 6159 | 4693 | 4497 | 1200 | 646 | 661 | 769 | 5449 |
| 65-69 | | | | | 68 | | 158 | | 461 | | 189 | 2191 | 3883 | 4806 | 1944 | 496 | 294 | | 2111 | 2439 |
| 70-74 | | | 45 | | 126 | 61 | 145 | | | 308 | 497 | 990 | 1350 | 4986 | 7561 | 1434 | 1794 | 325 | 1397 | 5117 |
| 75-79 | | | | | | | | | | 348 | | | 344 | 2180 | 2995 | 9135 | 3810 | 764 | 390 | 3417 |
| 80-84 | | | | | | | | 211 | 126 | 61 | 500 | 688 | 223 | 1362 | 4877 | 12092 | 9268 | 3548 | 3635 | 13611 |
| 85-89 | | | | | 174 | | 139 | 185 | | 203 | 390 | 83 | 129 | | 226 | 5600 | 8974 | 11324 | 8167 | 28988 |
| 90-94 | | | | | | | | | | | | | | | | | | 896 | 4398 | 1290 |
| 95-100 | | | | | | | | | | | | | | | | | | 257 | 2177 | 7340 |

Source: Fall 1968 HEW Title VI Survey

## APPENDIX TABLE III.

### ETHNIC ISOLATION OF SCHOOLS IN HARLANDALE INDEPENDENT SCHOOL DISTRICT
### SAN ANTONIO, TEXAS

| Name of School | Grades Housed | Total Enroll-ment | Mexican American Enrollment | | Anglo Enrollment | | Negro Enrollment | | Other Enrollment* | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | No. | Percent | No. | Percent | No. | Percent | No. | Percent |
| ELEMENTARY SCHOOLS | | | | | | | | | | |
| Columbia Heights | 1—6 | 1,027 | 993 | 96.7 | 34 | 3.3 | 0 | 0 | 0 | 0 |
| Stonewall | 1—6 | 781 | 746 | 95.5 | 35 | 4.5 | 0 | 0 | 0 | 0 |
| Flanders | 1—6 | 504 | 481 | 95.4 | 23 | 4.6 | 0 | 0 | 0 | 0 |
| Collier | 1—6 | 754 | 708 | 93.9 | 42 | 5.6 | 4 | 0.5 | 0 | 0 |
| Gerald | 1—6 | 671 | 501 | 74.7 | 169 | 25.2 | 1 | 0.1 | 0 | 0 |
| Morrill | 1—6 | 624 | 460 | 73.7 | 163 | 26.1 | 0 | 0 | 1 | 0.2 |
| Rayburn Drive | 1—6 | 706 | 494 | 70.0 | 212 | 30.0 | 0 | 0 | 0 | 0 |
| Vestal | 1—6 | 591 | 394 | 66.7 | 197 | 33.3 | 0 | 0 | 0 | 0 |
| Carroll Bell | 1—6 | 494 | 227 | 46.0 | 265 | 53.6 | 0 | 0 | 2 | 0.4 |
| Kingsborough | 1—5 | 637 | 265 | 41.6 | 372 | 58.4 | 0 | 0 | 0 | 0 |
| Sidney A. Wright | 1—6 | 630 | 251 | 39.8 | 372 | 59.0 | 7 | 1.1 | 0 | 0 |
| Gillette | 1—6 | 595 | 227 | 38.2 | 368 | 61.8 | 0 | 0 | 0 | 0 |
| Bellaire | 1—6 | 878 | 191 | 21.8 | 685 | 78.0 | 2 | 0.2 | 0 | 0 |
| C. A. Scheh | 1—6 | 466 | 90 | 19.3 | 376 | 80.7 | 0 | 0 | 0 | 0 |
| **Total Elementary** | | **9,358** | **6,028** | **64.4** | **3,313** | **35.4** | **14** | **0.1** | **3** | **0.0** |
| JUNIOR HIGH SCHOOLS | | | | | | | | | | |
| Southcross | 7—9 | 1,243 | 1,206 | 97.0 | 36 | 2.9 | 1 | 0.1 | 0 | 0 |
| Harlandale | 7—9 | 1,247 | 780 | 62.6 | 466 | 37.4 | 1 | 0.1 | 0 | 0 |
| Terrell Wells | 7—8 | 956 | 347 | 36.3 | 607 | 63.5 | 0 | 0 | 2 | 0.2 |
| Kingsborough | 6—8 | 385 | 130 | 33.8 | 255 | 66.2 | 0 | 0 | 0 | 0 |
| **Total Junior High** | | **3,831** | **2,463** | **64.3** | **1,364** | **35.6** | **2** | **0.1** | **2** | **0.1** |
| SENIOR HIGH SCHOOLS | | | | | | | | | | |
| Harlandale | 10—12 | 1,831 | 1,308 | 71.4 | 523 | 28.6 | 1 | 0.1 | 0 | 0 |
| Dillard McCollum | 9—12 | 1,822 | 598 | 32.8 | 1,224 | 67.2 | 0 | 0 | 0 | 0 |
| **Total Senior High** | | **3,653** | **1,906** | **52.2** | **1,747** | **47.8** | **1** | **0.1** | **0** | **0** |
| SPECIAL SCHOOLS | | | | | | | | | | |
| Scheh-Stinson Annex (Mentally retarded) | | 98 | 62 | 63.3 | 36 | 36.7 | 0 | 0 | 0 | 0 |
| **GRAND TOTAL** | | **16,940** | **10,459** | **61.7** | **6,460** | **38.1** | **17** | **0.1** | **5** | **0.1** |

**Source:** Fall 1968 HEW Title VI Survey
*Includes Orientals and American Indians

## APPENDIX TABLE IV.
### ETHNIC COMPOSITION OF SCHOOLS, CROCKETT COUNTY CONSOLIDATED COMMON SCHOOL DISTRICT, OZONA, TEXAS

| Name of School | Grades Housed | Total Enrollment | Mexican American Enrollment | | Anglo Enrollment | | Other Enrollment* | |
|---|---|---|---|---|---|---|---|---|
| | | | Number | Percent | Number | Percent | Number | Percent |
| *Elementary Schools* | | | | | | | | |
| South | 1.6 | 404 | 404 | 100.0 | 0 | 0 | 0 | 0 |
| North | 1.6 | 279 | 1 | 0.4 | 268 | 96.1 | 10 | 3.6 |
| *Junior High Schools* | | | | | | | | |
| Ozona | 7.8 | 170 | 81 | 47.6 | 86 | 50.6 | 3 | 1.8 |
| *Senior High Schools* | | | | | | | | |
| Ozona | 9.12 | 248 | 86 | 34.7 | 158 | 63.7 | 4 | 1.6 |
| Total | | 1,101 | 572 | 52.0 | 512 | 46.5 | 17 | 1.5 |

**Source**: Fall 1968 HEW Title VI Survey
*Includes Blacks, Orientals, and American Indians

## APPENDIX TABLE V.
### ETHNIC COMPOSITION OF SCHOOLS, PEARSALL INDEPENDENT SCHOOL DISTRICT, PEARSALL, TEXAS

| Name of School | Grades Housed | Total Enrollment | Mexican American Enrollment | | Anglo Enrollment | | Other Enrollment* | |
|---|---|---|---|---|---|---|---|---|
| | | | Number | Percent | Number | Percent | Number | Percent |
| *Elementary Schools* | | | | | | | | |
| Westside | 1.3 | 487 | 487 | 100.0 | 0 | 0 | 0 | 0 |
| Eastside | 1.3 | 166 | 46 | 27.7 | 117 | 70.5 | 3 | 1.8 |
| Pearsall Intermediate | 4.6 | 545 | 407 | 74.7 | 136 | 25.0 | 2 | 0.4 |
| *Juniot High Schools* | | | | | | | | |
| Pearsall | 7.8 | 309 | 227 | 73.5 | 80 | 25.9 | 2 | 0.6 |
| *Senior High Schools* | | | | | | | | |
| Pearsall | 9.12 | 455 | 274 | 60.2 | 177 | 38.9 | 4 | 0.9 |
| Total | | 1,962 | 1,441 | 73.4 | 510 | 26.0 | 11 | 0.6 |

**Source**: Fall 1968 HEW Title VI Survey
*Includes Blacks, Orientals, and American Indians

## APPENDIX TABLE VI.

## ETHNIC COMPOSITION OF SCHOOLS, TUCSON PUBLIC SCHOOL DISTRICT, TUCSON, ARIZONA

| Name of School | Grades Housed | Total Enroll-ment | Mexican American Enrollment | | Anglo Enrollment | | Black Enrollment | | Other Enrollment* | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | No. | Percent | No. | Percent | No. | Percent | No. | Percent |
| *Elementary Schools* | | | | | | | | | | |
| Richey | 1–6 | 209 | 206 | 98.6 | 2 | 1.0 | 0 | 0 | 1 | 0.5 |
| Manzo | 1–6 | 516 | 490 | 95.0 | 24 | 4.7 | 2 | 0.4 | 0 | 0 |
| Menlo | 1–6 | 336 | 302 | 89.9 | 25 | 7.4 | 6 | 1.8 | 3 | 0.9 |
| Rose | 1–6 | 880 | 769 | 87.4 | 87 | 9.9 | 5 | 0.6 | 19 | 2.1 |
| Ochoa | 1–6 | 419 | 344 | 82.1 | 3 | 0.7 | 10 | 2.4 | 62 | 14.8 |
| Government Heights | 1–6 | 773 | 626 | 81.0 | 132 | 17.1 | 4 | 0.5 | 11 | 1.4 |
| Davis | 1–6 | 296 | 238 | 80.4 | 5 | 1.7 | 43 | 14.5 | 10 | 3.4 |
| Drachman | 1–6 | 436 | 345 | 79.1 | 5 | 1.1 | 72 | 16.5 | 14 | 3.2 |
| Tully | 1–6 | 470 | 362 | 77.0 | 45 | 9.6 | 61 | 13.0 | 2 | 0.4 |
| Carrillo | 1–6 | 384 | 295 | 76.8 | 14 | 3.6 | 60 | 15.6 | 15 | 3.9 |
| Mission View | 1–6 | 480 | 366 | 76.3 | 42 | 8.8 | 11 | 2.3 | 61 | 12.7 |
| Safford | 1–8 | 658 | 500 | 76.0 | 44 | 6.7 | 82 | 12.5 | 32 | 4.9 |
| Van Buskiek | 1–6 | 515 | 349 | 67.8 | 149 | 28.9 | 8 | 1.6 | 9 | 1.8 |
| Holladay | 1–6 | 371 | 219 | 59.0 | 2 | 0.5 | 138 | 37.2 | 12 | 3.2 |
| Miles | 1–6 | 252 | 116 | 46.0 | 109 | 43.3 | 23 | 9.1 | 4 | 1.6 |
| Robison | 1–6 | 652 | 290 | 44.5 | 342 | 52.5 | 15 | 2.3 | 5 | 0.8 |
| Roskruge | 1–8 | 667 | 259 | 38.8 | 276 | 41.4 | 113 | 16.9 | 19 | 2.8 |
| Borton | 1–6 | 209 | 78 | 37.3 | 13 | 6.2 | 111 | 53.1 | 7 | 3.3 |
| Roosevelt | 1–6 | 243 | 86 | 35.4 | 64 | 26.3 | 80 | 32.9 | 13 | 5.4 |
| Pueblo Gons | 1–6 | 563 | 198 | 35.2 | 237 | 42.1 | 125 | 22.2 | 3 | 0.6 |
| Keen | 1–6 | 728 | 251 | 34.5 | 455 | 62.5 | 21 | 2.9 | 1 | 0.1 |
| Lynn | 1–6 | 629 | 179 | 28.5 | 343 | 54.5 | 100 | 15.9 | 7 | 1.2 |
| White | 1–6 | 550 | 130 | 23.6 | 395 | 71.8 | 1 | 0.2 | 24 | 4.4 |
| Myers | 1–6 | 862 | 140 | 16.2 | 674 | 78.2 | 44 | 5.1 | 4 | 0.5 |
| Lineweaver | 1–6 | 407 | 62 | 15.2 | 339 | 83.3 | 0 | 0 | 6 | 1.5 |
| Cavett | 1–6 | 411 | 61 | 14.8 | 50 | 12.2 | 295 | 71.8 | 5 | 1.2 |
| University Heights | 1–6 | 342 | 46 | 13.5 | 103 | 30.1 | 180 | 52.6 | 13 | 3.8 |
| Roberts | 1–6 | 670 | 82 | 12.2 | 558 | 83.3 | 25 | 3.7 | 5 | 0.7 |
| Corbett | 1–6 | 889 | 91 | 10.2 | 736 | 82.8 | 59 | 6.6 | 3 | 0.3 |
| Brichta | 1–6 | 286 | 29 | 10.1 | 245 | 85.7 | 4 | 1.4 | 8 | 2.8 |
| Davidson | 1–6 | 500 | 50 | 10.0 | 442 | 88.4 | 0 | 0 | 8 | 1.6 |
| Jefferson Park | 1–6 | 391 | 35 | 9.0 | 346 | 88.5 | 5 | 1.3 | 5 | 1.3 |
| Rogers | 1–6 | 661 | 55 | 8.3 | 597 | 90.3 | 6 | 0.9 | 3 | 0.5 |
| Whitmore | 1–6 | 498 | 41 | 8.2 | 453 | 91.0 | 0 | 0 | 4 | 0.8 |
| Wheeler | 1–6 | 1,058 | 86 | 8.1 | 952 | 90.0 | 12 | 1.1 | 8 | 0.8 |
| Howell | 1–6 | 472 | 35 | 7.4 | 433 | 91.7 | 0 | 0 | 4 | 0.8 |
| Wright | 1–6 | 461 | 30 | 6.5 | 427 | 92.6 | 0 | 0 | 4 | 0.9 |
| Bonillas | 1–6 | 674 | 43 | 6.4 | 616 | 91.4 | 7 | 1.0 | 8 | 1.1 |
| Hughes | 1–6 | 328 | 20 | 6.1 | 301 | 91.8 | 1 | 0.3 | 6 | 1.8 |
| Blenman | 1–6 | 511 | 31 | 6.1 | 472 | 92.4 | 1 | 0.2 | 7 | 1.4 |
| Cragin | 1–6 | 528 | 31 | 5.9 | 485 | 91.9 | 2 | 0.4 | 10 | 1.9 |
| Erickson | 1–6 | 552 | 28 | 5.1 | 484 | 87.7 | 29 | 5.3 | 11 | 2.0 |
| Kellond | 1–6 | 821 | 40 | 4.9 | 775 | 94.4 | 5 | 0.6 | 1 | 0.1 |
| Duffy | 1–6 | 436 | 21 | 4.8 | 408 | 93.6 | 0 | 0 | 7 | 1.6 |
| Steele | 1–6 | 798 | 33 | 4.1 | 744 | 93.2 | 13 | 1.6 | 8 | 1.1 |
| Dietz | 1–6 | 845 | 33 | 3.9 | 802 | 94.9 | 3 | 0.4 | 7 | 0.8 |

## APPENDIX TABLE VI.

### ETHNIC COMPOSITION OF SCHOOLS, TUCSON PUBLIC SCHOOL DISTRICT, TUCSON, ARIZONA (Cont'd)

| Name of School | Grades Housed | Total Enrollment | Mexican American Enrollment | | Anglo Enrollment | | Black Enrollment | | Other Enrollment* | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | No. | Percent | No. | Percent | No. | Percent | No. | Percent |
| [illegible] | 1—6 | 485 | 17 | 3.5 | 461 | 95.1 | 2 | 0.4 | 5 | 1.0 |
| Wrightstown | 1—6 | 523 | 15 | 2.9 | 499 | 95.4 | 5 | 1.0 | 4 | 0.8 |
| Schumaker | 1—6 | 575 | 14 | 2.4 | 556 | 96.7 | 1 | 0.2 | 4 | 0.7 |
| Smith | 1—6 | 510 | 12 | 2.4 | 469 | 92.0 | 23 | 4.5 | 6 | 1.2 |
| Brown | 1—6 | 492 | 11 | 2.2 | 476 | 96.7 | 0 | 0 | 5 | 1.0 |
| Ft. Lowell | 1—6 | 558 | 11 | 2.0 | 545 | 97.7 | 0 | 0 | 2 | 0.4 |
| Marshall | 1—6 | 559 | 11 | 2.0 | 543 | 97.1 | 1 | 0.2 | 4 | 0.7 |
| Hudlow | 1—6 | 444 | 6 | 1.4 | 435 | 98.0 | 2 | 0.5 | 1 | 0.2 |
| Sewell | 1—6 | 404 | 3 | 0.7 | 400 | 99.0 | 0 | 0 | 1 | 0.2 |
| Total | | 29,187 | 8,221 | 28.2 | 18,639 | 63.9 | 1,816 | 6.2 | 511 | 1.8 |
| *Junior High Schools* | | | | | | | | | | |
| Spring | 7—8 | 484 | 390 | 80.6 | 23 | 4.8 | 55 | 11.4 | 16 | 3.3 |
| Wakefield | 7—8 | 964 | 591 | 61.3 | 299 | 31.0 | 35 | 3.6 | 39 | 4.0 |
| Utterback | 7—8 | 412 | 188 | 45.6 | 102 | 24.8 | 118 | 28.6 | 4 | 1.0 |
| Mansfeld | 7—8 | 505 | 147 | 29.1 | 335 | 66.3 | 18 | 3.6 | 5 | 1.0 |
| Naylor | 7—8 | 860 | 117 | 13.6 | 710 | 82.6 | 33 | 3.8 | 0 | 0 |
| Carson | 7—8 | 618 | 32 | 5.2 | 576 | 93.2 | 8 | 1.3 | 2 | 0.3 |
| Doolen | 7—8 | 792 | 41 | 5.2 | 744 | 93.9 | 1 | 0.1 | 6 | 0.8 |
| Vail | 7—8 | 785 | 37 | 4.7 | 739 | 94.1 | 2 | 0.3 | 7 | 0.9 |
| Townsend | 7—8 | 782 | 34 | 4.3 | 743 | 95.0 | 1 | 0.1 | 4 | 0.5 |
| Ficket | 7—8 | 859 | 37 | 4.3 | 812 | 94.5 | 7 | 0.8 | 3 | 0.3 |
| Magee | 7—8 | 742 | 23 | 3.1 | 711 | 95.8 | 3 | 0.4 | 5 | 0.6 |
| Total | | 7,803 | 1,637 | 21.0 | 5,794 | 74.3 | 281 | 3.6 | 91 | 1.1 |
| *Senior High Schools* | | | | | | | | | | |
| Pueblo | 9—12 | 2,649 | 1,500 | 56.6 | 818 | 30.9 | 269 | 10.2 | 62 | 2.4 |
| Tucson | 9—12 | 3,482 | 1,762 | 50.6 | 1,320 | 37.9 | 329 | 9.4 | 71 | 2.1 |
| Rincon | 9—12 | 2,744 | 199 | 7.3 | 2,503 | 91.2 | 17 | 0.6 | 25 | 0.9 |
| Palo Verde | 9—12 | 3,001 | 179 | 6.0 | 2,775 | 92.5 | 23 | 0.8 | 24 | 0.8 |
| Catalina | 9—12 | 2,650 | 123 | 4.6 | 2,514 | 94.9 | 0 | 0 | 13 | 0.5 |
| Sahuaro | 9—12 | 1,762 | 54 | 3.1 | 1,693 | 96.1 | 10 | 0.6 | 5 | 0.3 |
| Total | | 16,288 | 3,817 | 23.4 | 11,623 | 71.4 | 648 | 4.0 | 200 | 1.2 |
| *Special Education Schools* | | | | | | | | | | |
| Howenstine | | 92 | 51 | 55.4 | 33 | 35.9 | 8 | 8.7 | 0 | 0 |
| Gump | | 144 | 50 | 34.7 | 83 | 57.6 | 6 | 4.2 | 5 | 3.5 |
| Special Education SAC | | 153 | 22 | 14.4 | 122 | 79.7 | 8 | 5.2 | 1 | 0.7 |
| Total | | 389 | 123 | 31.6 | 238 | 61.2 | 22 | 5.7 | 6 | 1.5 |
| GRAND TOTAL. | | 53,667 | 13,798 | 25.7 | 36,294 | 67.6 | 2,767 | 5.2 | 808 | 1.5 |

Source: Fall 1968 HEW Title VI Survey

*Other enrollment includes American Indians and Orientals

## APPENDIX TABLE VII.
### ETHNIC COMPOSITION OF SCHOOLS, EAGLE COUNTY SCHOOL DISTRICT RE-50J, EAGLE, COLORADO

| Name of School | Grades Housed | Total Enrollment | Mexican American Enrollment | | Anglo Enrollment | | Other Enrollments* | |
|---|---|---|---|---|---|---|---|---|
| | | | Number | Percent | Number | Percent | Number | Percent |
| *Elementary Schools* | | | | | | | | |
| Red Cliff | K–6 | 137 | 131 | 95.6 | 6 | 4.4 | 0 | 0 |
| Minturn | K–6 | 310 | 212 | 68.4 | 98 | 31.6 | 0 | 0 |
| Gilman | K–4 | 37 | 24 | 64.9 | 13 | 35.1 | 0 | 0 |
| McCoy | K–6 | 32 | 8 | 25.0 | 24 | 75.0 | 0 | 0 |
| Eagle Valley | K–6 | 342 | 26 | 7.6 | 316 | 92.4 | 0 | 0 |
| Burns | 1–4 | 6 | 0 | 0 | 6 | 100.0 | 0 | 0 |
| Vail | K–6 | 63 | 0 | 0 | 63 | 100.0 | 0 | 0 |
| Total | | 927 | 401 | 43.3 | 526 | 56.7 | 0 | 0 |
| *Junior-Senior High Schools* | | | | | | | | |
| Battle Mountain | 7–12 | 323 | 222 | 68,7 | 101 | 31.3 | 0 | 0 |
| Eagle Valley | 7–12 | 279 | 14 | 5.0 | 262 | 93.9 | 3 | 1.1 |
| Total | | 602 | 236 | 39.2 | 363 | 60.3 | 3 | 0.5 |
| *Special Education* | | | | | | | | |
| Avon | | 11 | 6 | 54.5 | 5 | 45.5 | 0 | 0 |
| GRAND TOTAL | | 1,540 | 643 | 41.8 | 894 | 58.1 | 3 | 0.2 |

Source: Fall 1968 HEW Title VI Survey
*Other enrollment includes American Indians. There are no Blacks or Orientals enrolled.

## APPENDIX TABLE VIII.
### ETHNIC COMPOSITION OF SCHOOLS, NORTH MONTEREY COUNTY UNION SCHOOL DISTRICT, MOSS LANDING, CALIFORNIA

| Name of School | Total Enrollment | Mexican American Enrollment | | Anglo Enrollment | | Other Enrollment* | |
|---|---|---|---|---|---|---|---|
| | | Number | Percent | Number | Percent | Number | Percent |
| Gambetta | 560 | 375 | 67.0 | 132 | 23.6 | 53 | 9.5 |
| Castroville | 315 | 161 | 51.1 | 123 | 39.0 | 31 | 9.8 |
| Moss Landing | 572 | 257 | 44.9 | 269 | 47.0 | 46 | 8.0 |
| Elkhorn | 613 | 104 | 17.0 | 499 | 81.4 | 10 | 1.6 |
| Prunedale | 712 | 111 | 15.6 | 591 | 83.0 | 10 | 1.4 |
| Echo Valley | 439 | 52 | 11.8 | 380 | 86.6 | 7 | 1.6 |
| Total | 3,211 | 1,060 | 33.0 | 1,994 | 62.1 | 157 | 5.0 |

Source: Fall 1968 HEW Title VI Survey
*Other enrollment includes Black, Oriental, and American Indian pupils.

# THE UNFINISHED EDUCATION

Report II
Mexican
American
Educational
Series

A report of the United States Commission on Civil Rights

## U.S. Commission on Civil Rights

The U.S. Commission on Civil Rights is a temporary, independent, bipartisan agency established by Congress in 1957 and directed to:

Investigate complaints alleging that citizens are being deprived of their right to vote by reason of their race, color, religion, or national origin, or by reason of fraudulent practices;

Study and collect information concerning legal developments constituting a denial of equal protection of the laws under the Constitution;

Appraise Federal laws and policies with respect to equal protection of the laws;

Serve as a national clearinghouse for information in respect to denials of equal protection of the laws; and

Submit reports, findings, and recommendations to the President and the Congress.

**Members of the Commission**

Rev. Theodore M. Hesburgh, C.S.C., *Chairman*
Stephen Horn, *Vice Chairman*
Frankie M. Freeman
Maurice B. Mitchell
Robert S. Rankin
Manuel Ruiz, Jr.

Howard A. Glickstein, *Staff Director*

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# THE UNFINISHED EDUCATION

## Outcomes for Minorities in the Five Southwestern States

October 1971

Mexican American
Educational Series
Report II

**Photos by:**
Joe Mancias, Jr.,
*U.S. Commission on Civil Rights*
Robert D. Moeser,
*Department of Labor*

A report of
the United States
Commission
on Civil Rights

## LETTER OF TRANSMITTAL

THE U.S. COMMISSION ON CIVIL RIGHTS
Washington, D.C. September 1971
November
December

THE PRESIDENT
THE PRESIDENT OF THE SENATE
THE SPEAKER OF THE HOUSE OF REPRESENTATIVES

Sirs:

The Commission on Civil Rights presents this report to you pursuant to Public Law 85-315, as amended.

In this second in its series of reports investigating the nature and scope of educational opportunities for Mexican Americans in the public schools of the States of Arizona, California, Colorado, New Mexico, and Texas, attention is focused on the performance of the schools as reflected in the achievements of their pupils.

From information gathered primarily through a survey of superintendents and principals in school districts having enrollments at least 10 percent Spanish Surnamed, the Commission has found that minority students in the Southwest do not obtain the same benefits of public education as their Anglo peers. Although the study is principally concerned with Mexican Americans, the same deprivations are noted for black and American Indian students in the Southwest.

The Commission's research found the schools wanting, as measured by five tests of student performance: an inability to hold many minority students through 12 years of schooling; consistently low reading achievement which thwarts success in other academic disciplines; extensive classroom failure which necessitates grade repetition; resultant overageness of the student who has been left behind; and lack of student participation in extracurricular activities.

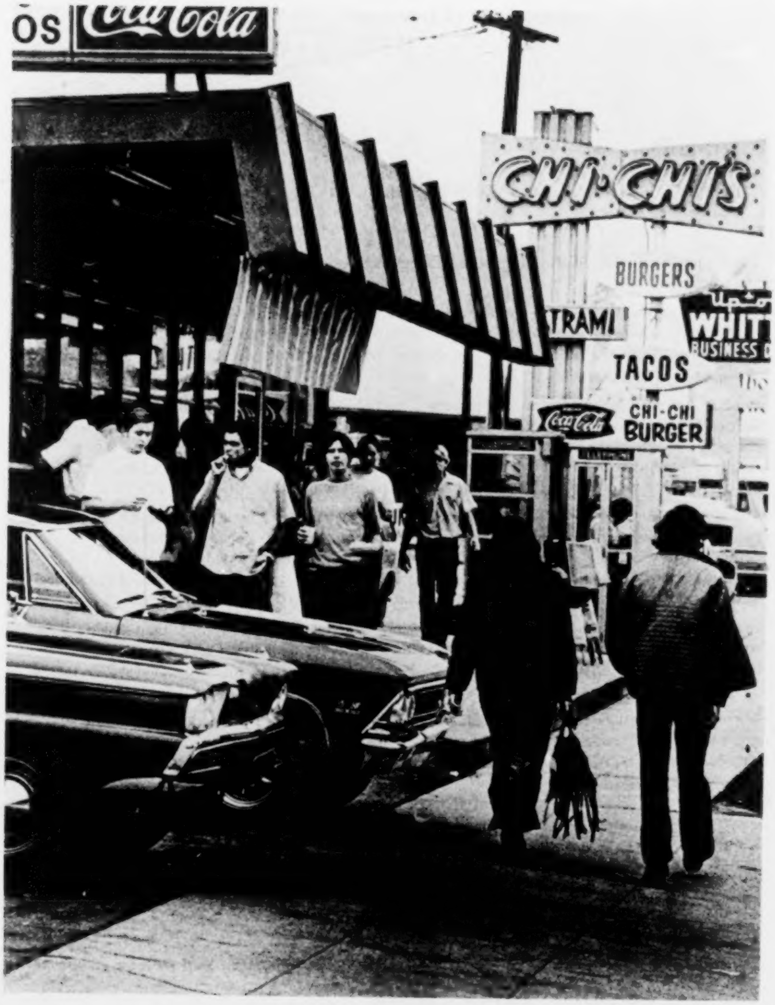
In each of these areas, minority group students show appreciably poorer records than Anglo students. They are the potential dropouts, the semi-literate, the unqualified who, if unable to become an affirmative part of our society, may become a burden to it. An educational system that is inadequate for the minority child is a costly system for our country.

We urge your consideration of the facts presented and hope for corrective action in the spirit expressed by the President when he declared: "Nothing is more vital to the future of our Nation than the education of its children; and at the heart of equal opportunity is equal educational opportunity. . . ."

Respectfully yours,

Rev. Theodore M. Hesburgh, C.S.C., *Chairman*
Stephen Horn, *Vice Chairman*
Frankie M. Freeman
Maurice B. Mitchell
Robert S. Rankin
Manuel Ruiz, Jr.

Howard A. Glickstein, *Staff Director*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## Acknowledgments

The Commission is indebted to Edward J. Casavantes and Cecilia E. Cosca, and to the following staff members and former staff members who participated in the preparation of this report under the direction of Dr. Henry M. Ramirez, Chief of the Mexican American Studies Division of the Commission's Office of Civil Rights Program and Policy:

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Cecilia M. Preciado
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Beatrice Tootle
Thomas P. Watson

The Commission is also indebted to Eunice S. Grier, Director of Research, who provided valuable assistance to the project, and to the Office of Information and Publication which prepared the manuscript for publication under the supervision of Carlos D. Conde, Director of that Office.

Two consultants to the study have also been of great assistance in its design, development, and conduct. They are: Dr. Uvaldo Palomares, President of the Institute of Personal Effectiveness in Children (IPEC) in San Diego, California, author and co-author of several articles, monographs, specialized study reports, and other publications relative to education for Mexican Americans, and formerly Associate Professor of Educational Psychology at San Diego State College and Dr. Thomas P. Carter, formerly Professor of Education and Sociology at The University of Texas at El Paso and now Dean of the School of Education at Sacramento State College, Sacramento, California. He is the author of the recent book *Mexican Americans in School: A History of Educational Neglect* (New York: College Entrance Examination Board, 1970).

From the Study's inception, the Commission has also been assisted by an Advisory Committee composed of the following persons:

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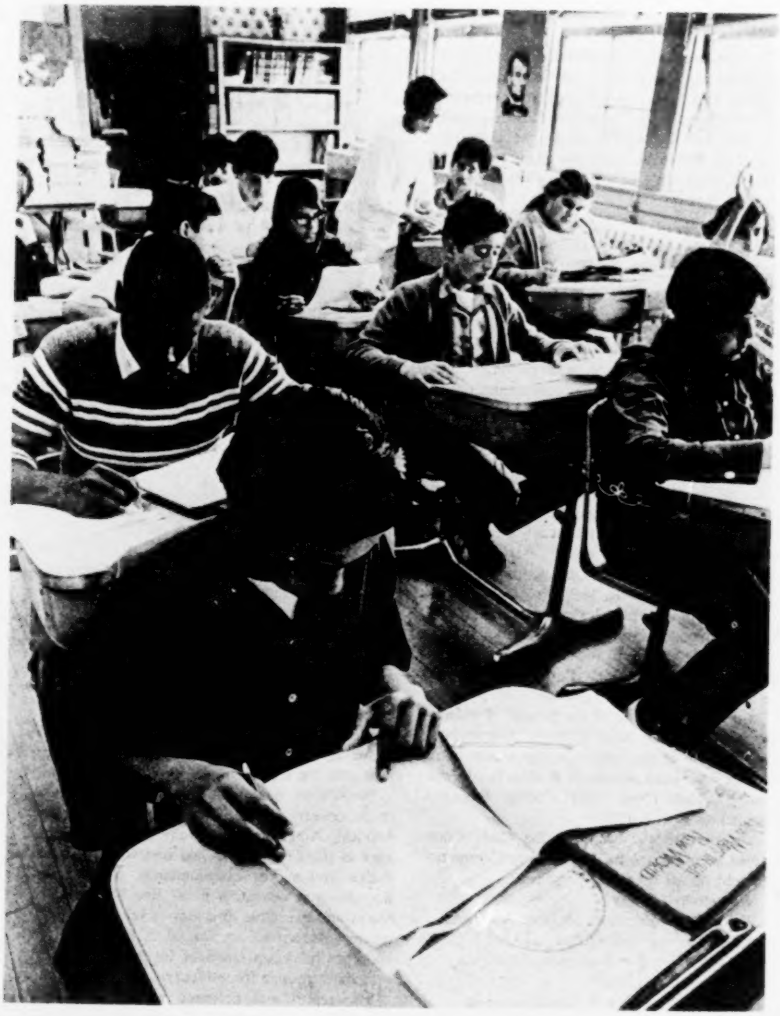
District Superintendent, Los Nietos School District, Los Nietos, California

The Advisory Committee has been of great assistance in providing guidance in the planning and execution of the Study. Sole responsibility for the views expressed and accuracy of the material contained in this and subsequent reports, however, rests with the Commission.

In addition, numerous educators from all parts of the country, many of whom are leaders in the Mexican American community, provided assistance in the development and review of the study design and survey questionnaires. State superintendents of education in all five Southwestern States and executive directors of school administrators' associations in several of the States encouraged full cooperation of superintendents and principals through formal letters and newsletters.

The report was prepared under the overall supervision of Martin E. Sloane, Assistant Staff Director, Office of Civil Rights Program and Policy.



# Preface

This report is the second in a series on Mexican American* education in the Southwest by the U.S. Commission on Civil Rights.

The series of reports seeks to provide a comprehensive assessment of the nature and extent of educational opportunities available to Mexican Americans in the public schools of the five Southwestern States and to make educators aware of the effects of their policies and programs on the performance of students of individual ethnic groups.

This report concentrates on the performance of schools as reflected in the achievement of their pupils. Five measures of achievement are examined: school holding power, reading achievement, overageness for grade assignment, grade repetition, and participation in extracurricular activities.

### Sources of Information

The information for the entire series is drawn from several sources. The principal sources are the Commission's Spring 1969 Survey of Mexican American education in the five Southwestern States of Arizona, California, Colorado, New Mexico, and Texas and the Commission's tabulation of the Department of Health, Education, and Welfare's (HEW) Fall 1968 racial and ethnic education survey.

The Commission survey encompasses only those school districts which had Mexican American enrollments of 10 percent or more in their student bodies.[1] Two survey instruments were used. A Superintendents' Questionnaire was sent to 538 districts which contained such enrollments. A total of 532, or 99 percent, of these questionnaires was completed and returned to the Commission.[2] These forms sought information from school district offices on student enrollment by selected grades and ethnicity. Information was collected on district personnel and board of education members, use of consultants and advisory committees on Mexican American educational problems, and availability of, and participation in, in-service training.[3]

A second questionnaire was mailed to 1,166 principals in elementary and secondary schools within the sampled districts. The sample of schools was stratified according to the Mexican American proportion in the school's enrollment.[4] Questionnaires mailed to individual schools requested information on such topics as staffing patterns, condition of facilities, ability grouping and tracking practices, and student and community participation in school affairs.

This questionnaire also sought information to evaluate the school experiences of students of various ethnic backgrounds. Data were obtained on four measures of school achievement: reading achievement, grade repetitions, grade overageness, and participation in extracurricular activities. This questionnaire represents the principal source of factual information on which this report is based. Approximately 95 percent of the schools returned questionnaires.[5-6]

A third source of information for the series of reports is drawn from classroom observations and onsite interviews of educators by Commission staff in schools in California, New Mexico, and Texas during the 1970-71 school year.

Another important source was testimony concerning education problems of Chicanos given at the public hearing held by the Commission in San Antonio in December 1968.

---

* In this report, the term Mexican American refers to persons who were born in Mexico and now hold United States citizenship or whose parents or more remote ancestors immigrated to the United States from Mexico. It also refers to persons who trace their lineage to Hispanic or Indo-Hispanic forebears who resided within Spanish or Mexican territory that is now part of the Southwestern United States.

As this report deals only with the Southwest, the terms Mexican American and Spanish Surnamed are used interchangeably. According to a Commission estimate from the 1960 census, more than 95 percent of all persons having Spanish Surnames in the States of Arizona, California, Colorado, New Mexico, and Texas are Mexican American under the above definition.

[1] Thirty-five districts with 10 percent or more Spanish Surnamed enrollment had not responded to HEW and thus were not included in the Commission Survey. The majority of these districts was in California.

[2] This includes a 100 percent response from districts in Arizona.

[3] The Superintendents' Questionnaire appears as Appendix A.

[4] Schools were grouped 0–24.9, 25–49.9, 50–74.9, and 75–100 percent Mexican American.

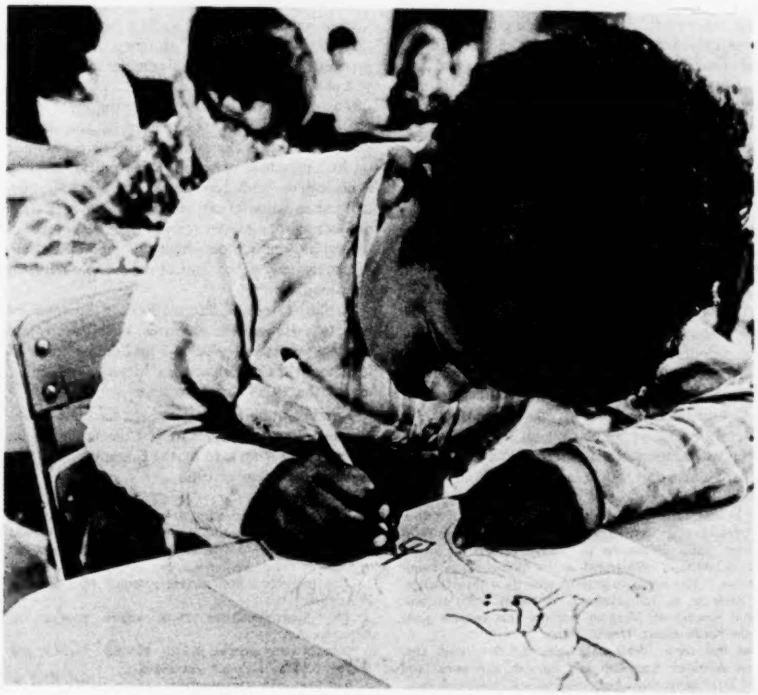
[5] The Principals' Questionnaire appears as Appendix B.

[6] A detailed description of the methodology used in the Mexican American Education Study can be obtained from the U.S. Commission on Civil Rights, Washington, D.C. 20425.

However, this report on student outcomes relies primarily on the Principals' and the Superintendents' Questionnaires for its data. The Appendices were developed from various sources.

The first report in this series, entitled *Ethnic Isolation of Mexican Americans in the Public Schools of the Southwest,* examined the size and distribution of the Mexican American student enrollment; educational staff and school board membership; the scope of isolation of Mexican American students; and the extent to which they participate in the educational process in such capacities as teachers, principals, superintendents, and school board members.

Forthcoming reports will examine practices of the educational system in relation to the linguistic and cultural background of the Mexican American student; classroom interaction patterns; school finances and facilities; the relation of school practices and conditions to academic achievement; and other crucial aspects of the education of minority students in the Southwest.



# Introduction

A variety of factors influence a child's development and determine whether he will become a productive member of society and realize the full potential of his abilities. Of these, the experience a child has in school is among the most important. For minority group children, the experience afforded them by the schools often is of critical importance in shaping the future course of their lives. For these children, the schools represent the opportunity to intervene in the cycle of failure and rejection which is so often their fate.[1] In order to fulfill such a function the schools must first enable the minority children to succeed in the school environment.

The Commission sought to examine the degree to which schools in the Southwest are succeeding in educating their students, particularly minority students. This report focuses on five measures of school-controlled educational outcomes: school holding power, reading skills, grade repetition, overageness, and participation in extracurricular activities.

School holding power indicates the quantity of schooling a child receives. In this report it is measured by the percentage of students entering school who continue on at each successive grade. In general, the greater number of years of education a student obtains, the more likely he will be able to realize his potential abilities.

The second measure, reading ability, is a traditional criterion of academic achievement. The ability to read well is basic to success in almost every aspect of school curriculum. It is a prerequisite skill for nearly all jobs and is an important tool of lifelong learning.

Grade repetition is a third measure of educational outcomes. If children are required to repeat grades, they cannot acquire the same knowledge or skills as their schoolmates who progress at the normal rate.

Overageness of a child in relation to his grade level is closely tied to grade repetition. Although there are a variety of other reasons why a child may be overage for his grade assignment—e.g., late school entry, extended illness, temporary withdrawal from school for financial reasons—it is often the result of his having to repeat grades.

The fifth measure of educational outcomes is participation in extracurricular activities. The extent to which students participate in extracurricular activities is an indicator both of student involvement in school affairs and of the opportunities provided by the school for the development of leadership qualities and other social skills.

The educational outcomes of minority children are key indicators of whether the schools are succeeding or failing. They are the acid test of how well the schools are affording equal educational opportunity. The following report documents vast discrepancies in these outcomes for students of different ethnic groups.

---

[1] For a discussion of the greater importance of school factors to the achievement of minority children than to white Anglo children, see James S. Coleman, *et al.*, *Equality of Educational Opportunity*, U.S. Department of Health, Education, and Welfare, Office of Education, 1966, p. 22.

## I. School Holding Power

A basic measure of a school system's effectiveness is its ability to hold its students until they have completed the full course of study. In one sense, this is *the* single most important measure, for if a student has left school permanently, all efforts to enrich the quality of education are valueless to him.

While many agree that a high school diploma should not be a prerequisite for certain jobs, the hard fact is that many employment opportunities are closed to those without that diploma. This is especially true of skilled jobs which offer the greatest potential for growth, promotions, and security. Thus, the failure to acquire a high school diploma denies to many the entrance requirements for positions which will lead to successful vocations.

A corollary measure of the effectiveness of the educational system which is related to school holding power, is the extent to which high school graduates go on to a 2- or 4-year college program. Today, the college degree represents an augmented expression of the high school diploma. Increasingly, employers are demanding the college degree, whether or not it is really essential to the position. In short, it is another fact of American life that a college degree, in great measure, increases the probability of vocational permanence, economic sufficiency, and increased opportunity for advancement and personal growth.[a] To the extent, then, that the primary and secondary schools provide adequate preparation for higher education to their students, the schools can be additionally gauged as effective.

Numerous studies indicate that schools in the Southwest have a poor record in keeping minority group students enrolled.[9] College enrollment statistics also show gross underrepresentation of Mexican American, black, and Indian students on the college campuses.[10] Although gradual progress is being made in narrowing the gap, in 1969 the educational achievement levels of most minorities still lagged behind those of the white population as a whole.[11] Testifying before the Senate Select Committee on Equal Educational Opportunity, one Mexican American leader expressed his view of the educational inequities experienced by Chicanos:

> . . . the Mexican American has [a lower] educational level than either black or Anglo; the highest dropout rate; and the highest illiteracy rate. These truths stand as massive

---

[a] The relationship of earnings to education is clearly demonstrated by census statistics as seen below. In 1969 families where the head of the household had completed high school but gone no further in education, averaged $10,390 in annual income. This was approximately $1,500 more than families in which the head of the household had begun but not completed high school, and $2,900 more than those in which the head of the family had gone only to the eighth grade. On the other side of the scale, when the head had completed 1 to 3 years of college, the family income averaged $1,400 more annually than if he had only finished high school. When he held a college diploma the family income was $3,800 more annually than if he had only finished high school.

**Education of Heads of Families, 25 Years and Over By Income, 1969**

| Years of School Completed | Median Family Income |
|---|---|
| Grade School: | |
| Less than 8 | $ 5,438 |
| 8 | 7,483 |
| High School: | |
| 1–3 | 8,893 |
| 4 | 10,390 |
| College: | |
| 1–3 | 11,760 |
| 4 | 14,186 |
| 5 or more | 15,468 |

Source: U.S. Bureau of the Census. *Income in 1969 of Families and Persons in the United States.* Current Population Reports: Consumer Income. Series P-60, No. 75, Dec. 14, 1970. Table 27.

indictments against the present educational system. As well, they are indictments of either negligent or intended homicide against a minority group. In essence, what this system has done is to smother the soul and spirit of an entire people.[12]

## A. School Holding Power in the Five Southwestern States

Estimates were made of school holding power[13] in the elementary and secondary years based on enrollment information provided by the superintendents of the sampled districts.[14] This information consisted of the number of students of each ethnic group enrolled in grades 4, 8, and 12. Using these data as a base, allowances were made for those factors, other than dropouts, which affect the enrollment in these grades. These included allowances to account for those students transferring from private into public schools between grades 4 and 12 and for the differential population growth rates of each ethnic group. The resulting holding power rates from the fourth grade were then used to estimate holding power from the first grade by accounting for the small loss of pupils between grades 1 and 4.[15]

The college going rates for each ethnic group were calculated by combining the 12th grade holding power rates with principals' estimates of the percentage of graduating seniors of each ethnic group who enter college.[16] For the total five Southwestern States, it was possible to cal-

**Median Years of School Completed by Age, November 1969 and March 1970**

| Race or Ethnic Group* | 25 & over | 24–34 | 35 & over |
|---|---|---|---|
| White ** | 12.2 | 12.6 | 12.1 |
| Black ** | 9.6 | 12.1 | 8.8 |
| Persons of Spanish Origin *** | 9.3 | 11.7 | 8.5 |
| Mexican | 8.3 | 10.8 | 7.3 |

* Categories not mutually exclusive.

** As of March 1970. Source: U.S. Bureau of the Census Current Population Survey of 1970. Some of these data appear in U.S. Bureau of the Census, *Educational Attainment*, March 1970. Current Population Reports: Population Characteristics, Series P–20, No. 207, Nov. 30, 1970. Table 1.

*** As of November 1969. Source: U.S. Bureau of the Census Population Survey of November 1969. Some of these data appear in U.S. Bureau of the Census, *Persons of Spanish Origin in the United States:* November 1969. Current Population Reports: Population Characteristics, Series P–20, No. 213, February 1971. Table 14. (For more detailed data on education of persons of Spanish Origin, see Appendix D.)

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[9] See Studies: *The Challenge and the Chance*, Texas Governor's Committee on Public School Education, Austin, Tex., 1968; *Characteristics of School Dropouts and High School Graduates, Farm and Nonfarm*, James D. Cowhig, U.S. Department of Agriculture, Agricultural Economic Report, No. 65, Washington, D.C., Government Printing Office, December 1964; *A Study of Equality of Educational Opportunity for Mexican Americans in Nine School Districts of the San Antonio Area*, U.S. Commission on Civil Rights, 1967; "Some Problems in Minority-Group Education in the Los Angeles Public Schools," Paul Bullock and Robert Singleton, *Journal of Negro Education*, XXXII, No. 2 (Spring 1963) pp. 137–145; "Mexican Americans in Urban Public Schools, An Exploration of the Dropout Problem," Paul Sheldon, *California Journal of Education Research*, Vol. XII, No. 1, January 1961, pp. 21–26; "American Indian High School Dropouts in the Southwest," Willard P. Bass, report of the dropout study conducted by the Southwestern Cooperative Educational Laboratory, Albuquerque, N. Mex., 1968.

[10] While Mexican Americans constituted 17.2 percent of the elementary and secondary enrollment in the five Southwestern States in 1968, they comprised only 5.6 percent of the college undergraduate enrollment. Blacks in these five States were 9.9 percent of the elementary and secondary enrollment and 5.5 percent of the undergraduate college enrollment. 1970 college enrollment statistics indicate only a very minute increase in minority representation on Southwestern college campuses. (See Appendix D, Tables 1 and 2.)

[11] 1969 and 1970 census information from two surveys shows that the education levels of blacks and persons of Spanish origin are still considerably behind those of the white population as a whole.

[12] Mario Obledo, Director, Mexican American Legal Defense Fund, *Hearings before the Select Committee on Equal Education Opportunity of the U.S. Senate, Part 4: Mexican American Education*. Washington, D.C., August 1970. *p.* 2519.

[13] For purposes of this report, a school holding power rate is defined as the percentage of those students entering the first grade who have remained in school through a given grade.

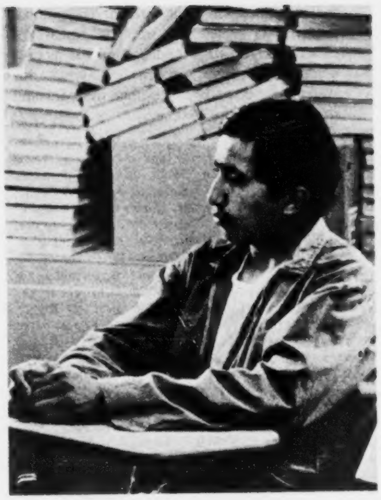
[14] See Superintendents' Questionnaire, Appendix A, Question #11.

[15] For a detailed explanation of the processes used to calculate holding power in the elementary and secondary years, see Appendix C, Part I.

[16] Principals' Questionnaire, Appendix A, Question #15.

culate an approximation of college holding power using HEW college enrollment statistics for each ethnic group. Comparing enrollments in the first and last years of college, allowances were made for the yearly increase in entering college freshmen and for students leaving college during their senior year. The resulting college holding power rates were then combined with the college going rates to obtain the estimates of college graduation rates for each ethnic group.[17]

The Commission found that a high proportion of minority students who attended public schools in the surveyed districts[18] in the Southwest drop out before completing a full course of study. Furthermore, the proportion of minority students who remain in school through the 12th grade is much lower than the proportion of Anglo[19] students. Only in the lowest grades are minorities held in school at approximately the same rate as the Anglos. Finally, only a small percentage of minority high school graduates go on to college and still fewer actually complete the work and receive degrees. (See Figure 1).



In the American Southwest as a whole, Mexican Americans have the highest estimated rate of attrition among the three major ethnic groups before high school graduation. The loss also begins earlier among Chicanos.[20] By the eighth grade, according to the Commission's estimates, 9 percent of Mexican Americans have already left school. At the time of high school graduation, only 60 percent of Chicanos are still in school.

Among blacks, of every 100 youngsters entering first grade in the districts surveyed by the Commission, 99 attend the eighth grade, but only an estimated 67 receive high school diplomas.

By contrast, of every 100 Anglos who enter the first grade in the survey area nearly all attend the eighth grade and about 86 finish high school.[21]

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[17] A detailed explanation of the processes used to estimate college holding power is found in Appendix C, Part II.

[18] As noted earlier, the Commission's study encompassed those districts in the five Southwestern States which had a 10 percent or more Mexican American enrollment. Mexican Americans in these districts constitute 88 percent of all Mexican American public school students in the Southwest. Sixty percent of all black students and 50 percent of all Anglo students in public schools in the Southwest are also enrolled in these districts.

[19] As used in this report, the term Anglo refers to all white persons who are not Mexican American or members of other Spanish Surnamed groups.

[20] Chicano is another term used to identify members of the Mexican American community in the Southwest. The term has in recent years gained a great deal of acceptance among young people, while among older Mexican Americans the term has long been in private use and is now increasingly being used publicly. The term is receiving wide currency in the mass media. As used in this and other Commission reports dealing with Mexican Americans, the term Chicano is intended only as a variation of the term Mexican American.

[21] The most recent estimates of school holding power for the Nation as a whole are as follows:

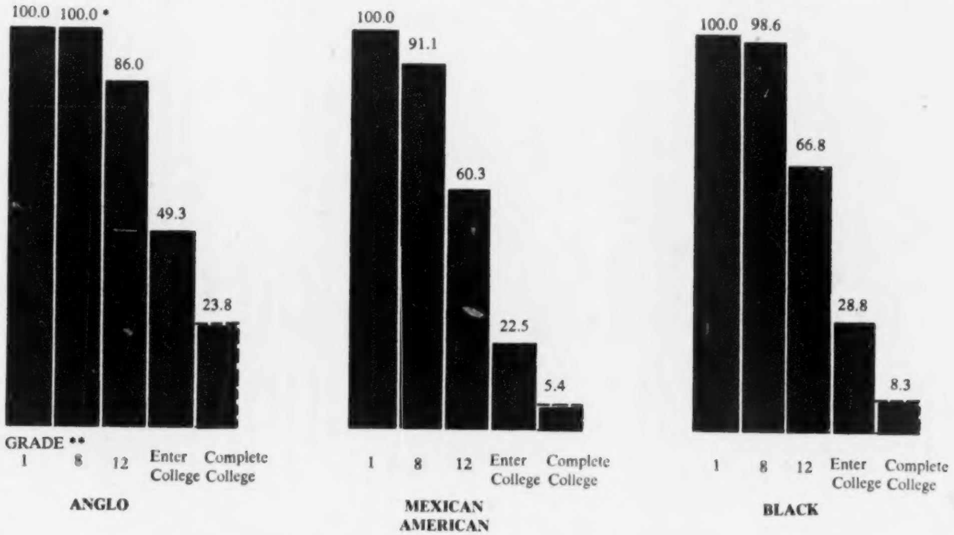
Of students in the fifth grade in 1959–60:*
97 percent entered the ninth grade in 1963
85 percent entered the 11th grade in 1965
72 percent graduated from high school in 1967

Comparable estimates derived by the Commission for *all* students in the Southwest survey area in 1969 are as follows:

Of those who enter first grade:
97 percent finish the eighth grade
76 percent receive a high school diploma

* Source: U.S. Office of Education, *Digest of Educational Statistics*, 1969, Table 8.

## SCHOOL HOLDING POWER RATES FOR EACH ETHNIC GROUP FIVE SOUTHWESTERN STATES



* Holding power rates are approximate estimates based on questionnaire data modified by information from U.S. Bureau of the Census and HEW. Consequently, rates are not to be interpreted as representing exact percentage of students retained. In this instance, a rate of 100 percent holding power for Anglos at grade 8 does not mean that no Anglo student whatsoever has left school between grades 1 and 8, but rather that nearly all students remain through that grade. (See Appendix C for detailed explanation of methodology used to estimate holding power rates).

** The figures for each grade represent the percent of students remaining after 7 months of the school year; therefore, they are an approximation of those who complete that school year. For the 12th grade enrollment, estimates suggest that less than 1 percent of those enrolled on March 31st would fail to graduate from high school.

The gap in holding power between Anglo pupils and members of the two minority groups continues into the college years. While nearly one of every two Anglo students [49 percent] who begin school can expect to enter college, only about one in every four Mexican Americans and blacks do so [23 percent of Mexican Americans and 29 percent of blacks].[22]

Of those who do enter college, the differential loss for minority students continues, although it is not as great as in the high school years. The Commission estimates that only five Mexican Americans and eight blacks of every 100 who begin school in the survey area ever receive a college diploma. Anglos in the survey districts graduate from college at a rate of 24 for every 100 who begin school.

### School Holding Power by State

The performance of the public schools in keeping students in school varies among the individual States of the Southwest, although the pattern is similar in each. In all the five States, public schools retain Anglo students through the 12th grade at a much higher rate than they do either blacks or Mexican Americans. In Colorado and Arizona, the estimated school holding power for Mexican Americans is higher than for blacks but in California and Texas, the two most populous States in the sample, the reverse is true.[23]

Differences among the States are more pronounced for Mexican Americans. The lowest holding power rate for Mexican Americans, as well as for all groups, is for Mexican American 12th graders in Texas which is 53 percent. Arizona with 81 percent and New Mexico with 71 percent show the highest holding power in the survey for Mexican Americans. The difference between Texas and California, the two States with the largest numbers of Mexican Americans, is 11 percent. In contrast, holding power for blacks and Anglos is relatively constant among the five States.

### B. Arizona

In Arizona, as in the Southwest as a whole, Anglos have the lowest rate of loss. At the eighth grade, 99 percent of all Anglo students in the survey area are still in school; by grade 12, 89 percent still attend. In contrast, while 97 percent of Mexican American students are still in school by the eighth grade, this proportion dwindles to 81 percent by the 12th grade. The lowest holding power in Arizona is that for black students. In the survey area it was found to be 95 percent at the eighth grade and only 72 percent at the 12th grade.

Examining these percentages another way, in Arizona Mexican Americans are 1.7 times and blacks 2.7 times more likely than Anglos to leave prior to high school completion.[24]

**Arizona School Holding Power**

| | Grade 8 | Grade 12 | Enter College |
|---|---|---|---|
| Anglo | 99.2 | 88.9 | 53.3 |
| Mexican American | 96.5 | 81.3 | 33.0 |
| Black | 94.6 | 71.6 | 29.3 |

Of those students who enter the first grade, it is estimated that slightly more than half the Anglos will enter college, but only about one-third of the Chicanos and blacks will do so. However, the rate at which Mexican Americans enter college in the Arizona survey area is considerably higher than the 23 percent estimated for this group in the Southwest as a whole.

### C. California

The California schools surveyed by the Commission have a better record of retaining Chicanos until grade 12 then the Southwest as a whole. Even so, fewer than two out of every three Mexican American students, or 64 percent, ever

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[22] In fall 1967, the national average for *all* students entering college was four out of every 10 students who had entered the fifth grade 8 years previously. One-half of these, or two of every 10 fifth graders, were expected to graduate from college in 1971. U.S. Office of Education, *Digest of Educational Statistics*, 1969.

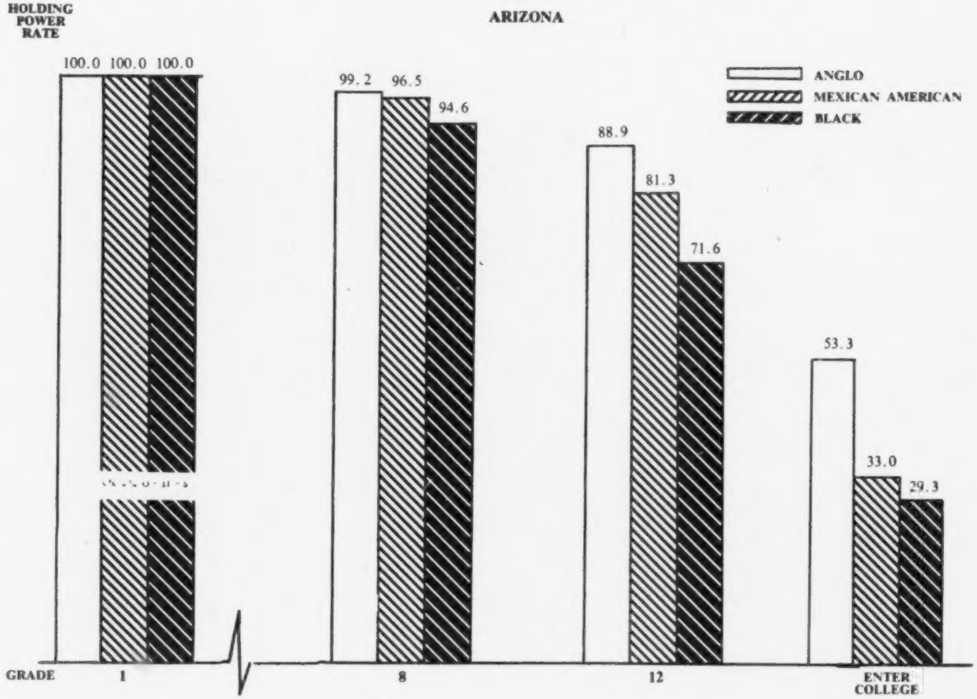
[23] Statistics on student enrollment in each of the five States, by ethnic group, is found in Appendix D.

[24] To obtain these ratios, the holding power rate of each ethnic group is first subtracted from 100 percent, resulting in the corresponding attrition rates. The Anglo attrition rate is then divided into the attrition rates of blacks and of Mexican Americans. The results represent the ratio of students of each minority leaving school to Anglo students leaving school. A 1.0 ratio would mean that the minority attrition rate was the same as the Anglo attrition rate.

FIGURE 2

ESTIMATES OF SCHOOL HOLDING POWER RATES
FOR EACH ETHNIC GROUP

ARIZONA



graduate. By the eighth grade about 6 percent of Mexican American students have already left school.

**California School Holding Power**

| | Grade 8 | Grade 12 | Enter College |
|---|---|---|---|
| Anglo | 100.0 | 85.7 | 46.9 |
| Mexican American | 93.8 | 63.8 | 28.2 |
| Black | 97.3 | 67.3 | 34.0 |

More striking than the percentage loss in California is the actual number of students involved. If the present holding power rate in the California survey area persists throughout the State, of the approximately 330,000 Mexican American students in grades 1 through 6 in 1968, about 120,000 or 36 percent, will fail to graduate from high school. Of about 190,000 blacks in the same grades, roughly 60,000 will never receive a high school diploma.

In the California districts surveyed, Mexican Americans are 2.5 times more likely than Anglos to leave school before high school graduation while blacks are 2.3 times as likely not to graduate.

The estimated rate for blacks going to college in California is 34 percent, higher than in any of the other four Southwestern States. However, it is still well below the rate for Anglos [47 percent] and somewhat higher than that for Chicanos [28 percent].

### D. Colorado

Among the five Southwestern States, Colorado has the highest estimated school holding power rate for Anglos. The two minorities also fare slightly better in the Colorado schools surveyed by the Commission than in those of the Southwest as a whole. Even so, the Colorado holding power rates for minorities do not nearly approximate those for Anglos.

Colorado holds minority students quite well through the eighth grade. By the 12th, however, both blacks and Mexican Americans who are still in school have lost from 29 to 33 percent of their peers. Black students are 5.6 times and Mexican Americans 6.3 times more likely than Anglos to leave school prior to the 12th grade.

**Colorado School Holding Power**

| | Grade 8 | Grade 12 | Enter College |
|---|---|---|---|
| Anglo | 100.0 | 94.8 | 50.6 |
| Mexican American | 99.0 | 67.4 | 14.6 |
| Black | 100.0 | 70.9 | * |

* Number too small for analysis.

The estimated college entrance rate for Chicanos in Colorado is the lowest for any group in any State—only 15 percent. The rate for Anglos is similar to the Anglo rate in other States.

### E. New Mexico

Although the ethnic composition of the State of New Mexico is substantially different from that of the other Southwestern States,[25] holding power rates in this State generally follow the pattern found elsewhere. In New Mexico it was possible to estimate the holding power of public schools for Indians as well as for Mexican Americans and Anglos because of the relatively large Indian population of the State.[26]

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[25] The 1968 survey of HEW found a total of 271,039 public school students in the State, 25 percent less than in Arizona. Thus, New Mexico is the least populous State in the study sample. New Mexico's Anglo student population makes up just slightly more than one-half of the total, the smallest percentage of Anglos in any State in the Southwest, and, with the exception of Hawaii, in the Nation. Of the five States, New Mexico also has the largest number of Indian public school students—19,742 in 1968; this group makes up slightly more than 7 percent of the public school student population. On the other hand, the State has the smallest black student population in the sample, with only 5,658 students or 2.1 percent of the total enrolled. Thirty-eight percent of the school population is Mexican American. This percentage is almost twice that of Texas where Mexican Americans make up 20.1 percent of the school population. (See Appendix D, Table 1).

[26] The figures are confounded slightly by the inclusion with the Indian population of the relatively few Orientals in that State. The Commission's information was actually gathered by using the category "Other". The HEW survey found that 97.3 percent of persons in this category in New Mexico are Indian, the remainder being mostly Oriental. It must be noted that only Indian students attending public schools were included in the Mexican American Education Study sample.

FIGURE 3

ESTIMATES OF SCHOOL HOLDING POWER RATES
FOR EACH ETHNIC GROUP

CALIFORNIA

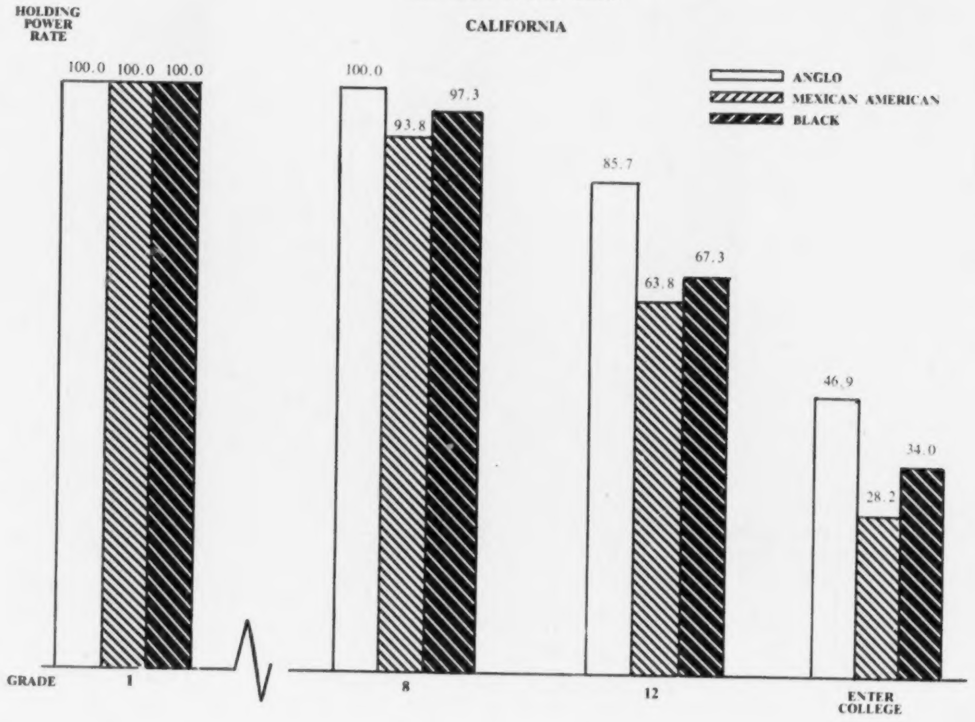
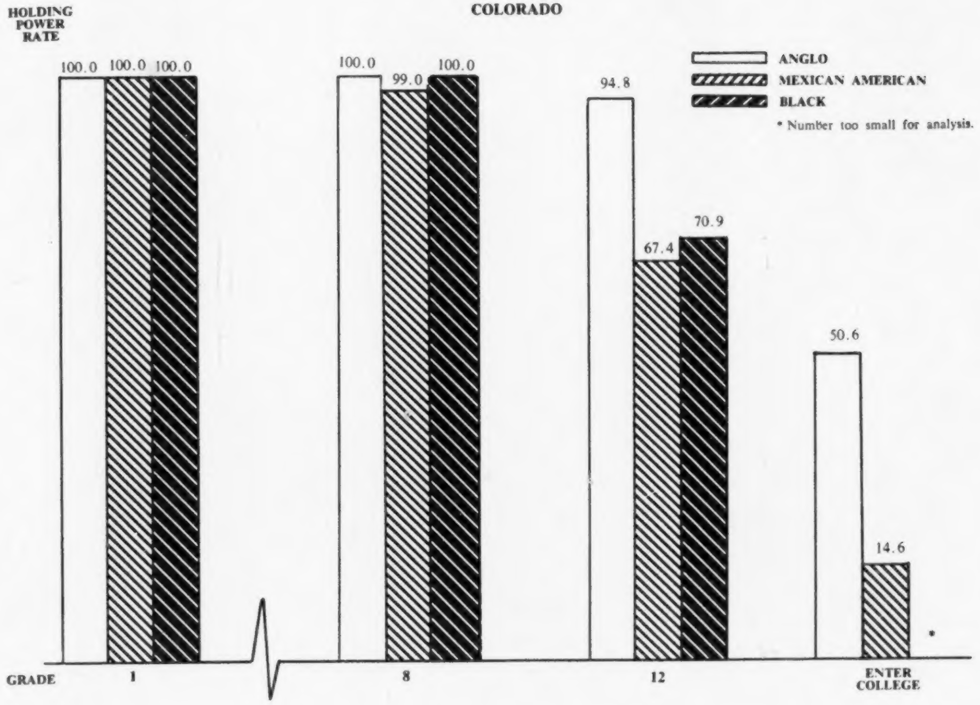


FIGURE 4

## ESTIMATES OF SCHOOL HOLDING POWER RATES FOR EACH ETHNIC GROUP

## COLORADO



In New Mexico school districts surveyed by the Commission, public school Indians have the highest rate of loss, followed by Mexican Americans and Anglos in that order.[27] In the survey area, an estimated 93 percent of Indians who begin school are still there through the eighth grade. However, by the end of the 12th grade, nearly one of every three has left school.[28] Mexican Americans are held by the schools up to the eighth grade at the rate of 93 percent, but the rate declines to about 71 percent by the 12th grade.

**New Mexico School Holding Power**

| | Grade 8 | Grade 12 | Enter College |
|---|---|---|---|
| Anglo | 96.9 | 79.4 | 52.9 |
| Mexican American | 93.4 | 71.1 | 22.2 |
| Other (97.3% Indian) | 92.7 | 67.6 | 24.8 |

Although Anglos are more likely to remain in the survey schools in New Mexico than Mexican Americans and Indians, their holding power rates in this State are lower than in any other Southwestern State. The Commission estimates that only 79 percent of Anglo youngsters who begin school graduate from high school.

In other words, the Mexican American's chance of dropping out of school before the 12th grade is 1.4 times greater than that of the Anglo student, while the American Indian's chance is 1.6 times greater.

Mexican Americans and Indians in the New Mexico survey area have similar estimated rates of entry into college [22 percent and 25 percent respectively]. Both of these rates, however, are less than one-half that of Anglos.

### F. Texas

The Texas survey area demonstrates the poorest record of any of the Southwestern States in its ability to hold minority students in school. The State's performance in keeping Mexican American pupils in school is especially poor.

**Texas School Holding Power**

| | Grade 8 | Grade 12 | Enter College |
|---|---|---|---|
| Anglo | 100.0 | 85.1 | 53.0 |
| Mexican American | 86.1 | 52.7 | 16.2 |
| Black | 98.8 | 64.4 | 26.7 |

While Anglo and black enrollments remain nearly the same through the eighth grade, Mexican American enrollment decreases sharply during that period. *By the end of the eighth grade, Chicano students in the Texas school districts surveyed have lost nearly as high a proportion of their peers [14 percent] as Anglos will lose altogether at the end of another 4 years.* Before the end of the 12th grade, nearly one-half, or 47 percent, of Mexican American pupils have left school. As in California, this percentage represents an extremely large number. In 1968 there were about 290,000 Mexican Americans in grades 1 through 6 in the public schools of Texas. If present rates are allowed to continue, about 140,000 of these Texas youngsters will never receive a high school diploma.

Black children also fare badly in Texas. During the high school years a severe drop in enrollment occurs for black students. Of those who enter the first grade, an estimated 34 percent leave between the eighth and 12th grades. During the same years, 33 percent of the Mexican Americans leave school but 14 percent have already left earlier.

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[27] Because of their small numbers, no reliable estimates of black holding power in New Mexico could be made.

[28] These rates are representative only of Indians attending New Mexico public schools in districts which are 10 percent or more Mexican American. For other studies of Indian attrition see: *The American Indian High School Dropout: The Magnitude of the Problem.* Alphose D. Selinger and Robert R. Rath. Field Paper #30, Northwest Regional Education Laboratory, 1968; *Dropout or Graduate? A Synthesis of Three Studies on the Degree of Success of American Indian High School Students in the Southwest.* William P. Bass and Marian J. Tonjes. Southwestern Cooperative Educational Laboratory, Albuquerque, N. Mex., 1969; *American Indians and Educational Laboratories.* Willard P. Bass and Henry G. Burger. Publication #1–1167, Southwestern Educational Laboratories, Inc. Albuquerque, N. Mex., 1967; *An Analysis of Academic Achievement of Indian High School Students in Federal and Public Schools: A Progress Report.* Southwestern Educational Laboratories, Inc., Albuquerque, N. Mex., May 1969.

FIGURE 5

### ESTIMATES OF SCHOOL HOLDING POWER RATES
### FOR EACH ETHNIC GROUP

### NEW MEXICO

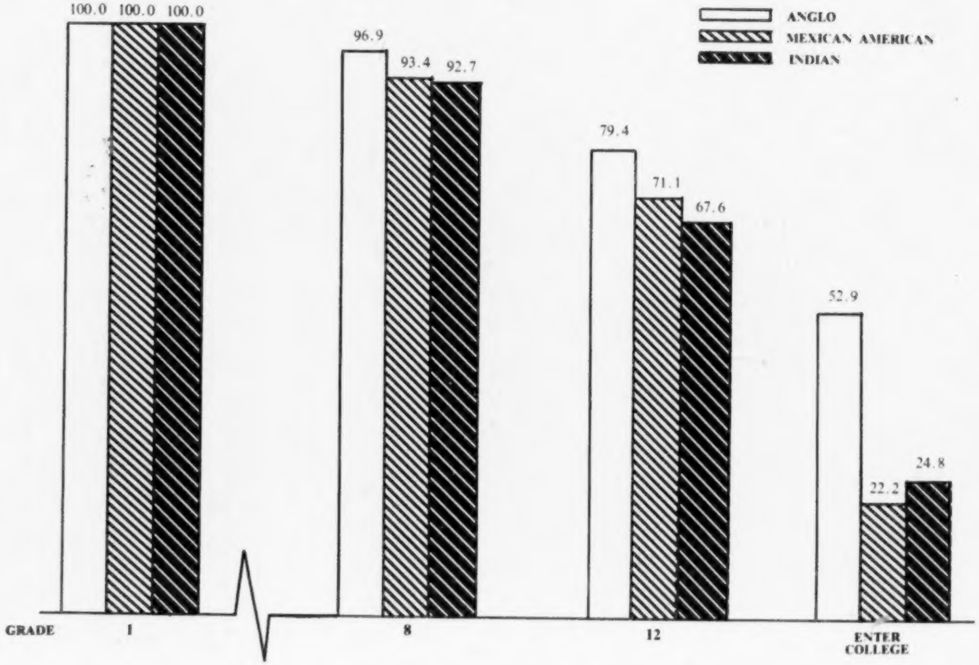
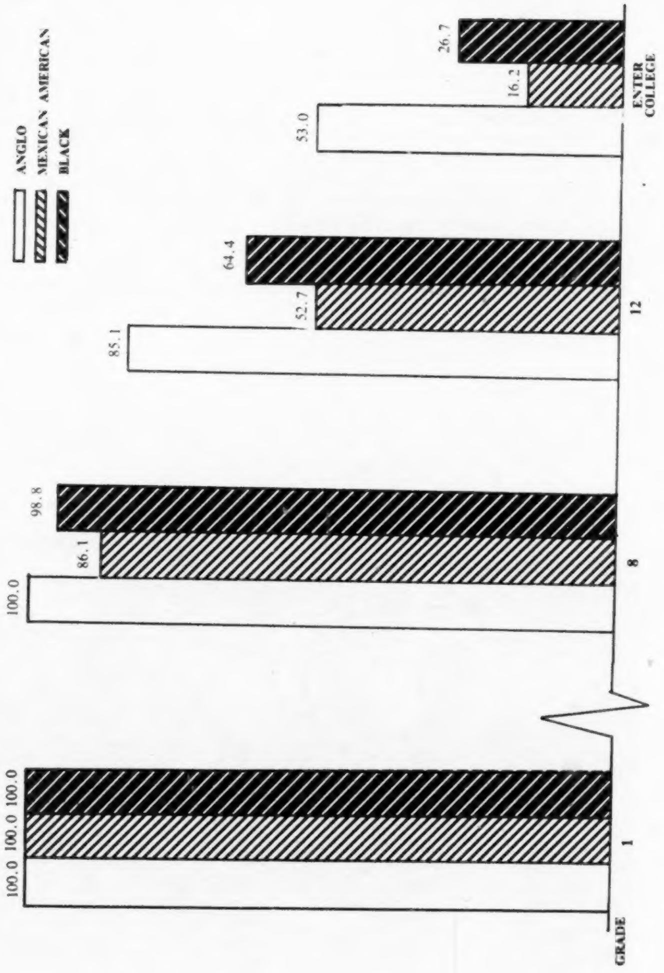


FIGURE 6

ESTIMATES OF SCHOOL HOLDING POWER RATES
FOR EACH ETHNIC GROUP

TEXAS



The likelihood that Mexican Americans in the Texas survey area will drop out before high school graduation is 3.2 times that of the Anglo's. Blacks are 2.4 times more likely than Anglos not to finish high school.

The holding power rates for minorities in Texas high schools are followed by even more depressed rates of entry into college. Fewer than one of every six Chicanos who begin school in Texas enters college. The black proportion, one of every four, is somewhat better but even this is only one-half the Anglo college going rate in the districts surveyed.

In summary, in all States of the Southwest, school holding power at all levels is poorer for minority than for majority students.

Losses of both Mexican American and black students before graduation are extremely heavy, although Mexican Americans in the Commission's survey area appear to leave school earlier than blacks. Perhaps most disturbing is the numerical comparison between those entering first grade and the projected few among Mexican Americans and blacks who complete college.

If the public schools of the Southwest maintain their present low rates of holding power with minority students, large numbers will not receive even the minimum of a high school education and only a handful will receive college diplomas.

## II. Post-High School Experiences

Students who have graduated from high school face important decisions concerning their futures. Some, who are academically and economically eligible, go on to college, where they acquire knowledge and skills that generally equip them to obtain well paid, often professional, jobs and to assume positions of increased responsibility and prestige in the community.

Others seek additional training in nonacademic institutions, where they acquire the vocational skills needed to obtain jobs such as laboratory technicians, beauticians, and computer programmers. Still others enter military service.

The Commission sought to compare the post-high school experiences of Anglo, Mexican American, and black graduates in the five Southwestern States. In the school districts surveyed it found that not only are minority students less likely than Anglos to finish high school, but also that those who graduate are much less likely to go on to college. Principals in the schools surveyed estimate that in 1968, 37 percent of Mexican American graduates, 43 percent of black graduates, and 57 percent of Anglo graduates went on to college.[29]

On the other hand, Mexican American and black graduates entered the military at much higher rates than Anglo graduates. Based on 1968 rates, the Mexican American graduate in the Southwest is twice as likely as the Anglo graduate to enter the military while the black graduate is 2.5 times as likely. (See Table 1).

The same general pattern found in the Southwest as a whole is found in the individual States: Anglo graduates are more likely to go on to college, while minorities are more likely than Anglos to enter some other form of post-secondary education or the military.

Of the five States, the California schools surveyed have the highest rate of minority graduates entering college. In that State 51 out of every 100 black high school graduates and 44 out of every 100 Mexican American graduates are reported to go on to college. By contrast, in Colorado only one of every five Mexican American graduates goes on to college. In the New Mexico and Texas survey area, fewer than one out of every three does so. In Colorado, New Mexico, and Texas Anglo high school graduates are more than twice as likely as Mexican Americans to enter college.

For blacks and Mexican Americans, the percentage of graduates entering other post-secondary education, i.e., noncollege, ranges from 6 to 10 percent, with the exception of Arizona, where 17 percent of the Mexican American graduates undertake this type of program.

The likelihood of entering the military following high school graduation is generally twice as high for minority high school graduates as it is for Anglos. An unusually large percentage, 15 percent, of black graduates in California do so. In Texas the proportion of graduates entering the military is high for both Chicanos [10 percent] and blacks [8 percent]. The percentage of Anglos entering the military is consistently low in comparison, ranging from 3 to 4.5 percent.

Indians who graduate from New Mexico public schools in the survey area are even less likely than Mexican Americans to go on to college. Only 23 percent of high school graduates enter college. However, about the same proportion enters some other form of post-secondary education.

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[29] In 1967 56 percent of all high school graduates in the Nation as a whole entered college. See U.S. Office of Education *Digest of Educational Statistics*, 1969 (Table 8).

**Table 1. Post-Graduation Outcomes***

| TOTAL SOUTHWEST | Anglo | Mexican American | Black |
|---|---|---|---|
| Percent of high school graduates entering: | | | |
| College | 57.3 | 37.4 | 43.2 |
| Other post-secondary education | 5.4 | 7.7 | 6.9 |
| Military | 3.7 | 7.5 | 9.1 |
| All Other | 33.6 | 47.4 | 40.8 |
| | 100.0 | 100.0 | 100.0 |
| **ARIZONA** | | | |
| College | 60.0 | 40.6 | 40.9 |
| Other post-secondary education | 4.9 | 17.3 | 5.8 |
| Military | 4.4 | 8.8 | 6.2 |
| All Other | 30.7 | 33.3 | 47.1 |
| | 100.0 | 100.0 | 100.0 |
| **CALIFORNIA** | | | |
| College | 54.8 | 44.2 | 50.6 |
| Other post-secondary education | 5.3 | 5.9 | 5.8 |
| Military | 3.8 | 5.4 | 15.3 |
| All Other | 36.1 | 44.5 | 28.3 |
| | 100.0 | 100.0 | 100.0 |
| **COLORADO**** | | | |
| College | 53.4 | 21.6 | |
| Other post-secondary education | 5.4 | 7.6 | |
| Military | 4.5 | 8.9 | |
| All Other | 36.7 | 61.9 | |
| | 100.0 | 100.0 | |
| **NEW MEXICO**** *** | | | [Indian ***] |
| College | 66.7 | 31.2 | 22.9 |
| Other post-secondary education | 8.3 | 6.5 | 23.4 |
| Military | 3.5 | 8.8 | 7.5 |
| All Other | 21.5 | 53.5 | 46.2 |
| | 100.0 | 100.0 | 100.0 |
| **TEXAS** | | | |
| College | 62.2 | 30.7 | 41.4 |
| Other post-secondary education | 4.3 | 9.7 | 7.4 |
| Military | 3.1 | 10.4 | 8.1 |
| All Other | 30.4 | 49.2 | 43.1 |
| | 100.0 | 100.0 | 100.0 |

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* High school principals were asked to estimate the percentage of the previous year's graduates who had entered either college, other post-secondary education, or the military. (Principals' Questionnaire, Appendix B, Question #15). Consequently all graduates who had not entered one of these areas would be included in the category "All Other", regardless of their occupation or status.

** Number of black graduates in Colorado and New Mexico is too small to make reliable estimates.

*** For the State of New Mexico *only*, this column reflects percentages for Indians.

## III. READING ACHIEVEMENT

School holding power represents only a quantitative measure of a school's effectiveness. It does not measure the quality of education the child receives nor does it indicate the quality of individual achievement. Reading achievement levels have traditionally been recognized as a means of determining school achievement because ability to read is usually necessary to succeed and progress in other academic subjects.

The importance of reading is widely recognized by educators, and compensatory reading programs almost always are given a high priority in those schools which are attempting to overcome student achievement deficits.

In a recent article, Sidney P. Marland, U.S. Commissioner of Education, acknowledged the belief that reading is central to almost all achievement in school:

> Acknowledging all the explanations and justifications, we must, as a Nation, discover ways to teach all mentally adequate citizens to read. Even at the expense of the very important [other] programs, this essential function of civilized man must have preeminence in our priorities. Otherwise, our best intentions in other social interventions, such as job development, equal opportunity, housing, welfare, and health will have only passing and peripheral effect.[30]

### The Relationship Between Reading Achievement and Dropouts

Poor reading achievement and dropouts go hand in hand. Obviously, not all poor readers drop out; nor do all dropouts show poor reading skills. Nonetheless, dropouts generally show lower achievement and grade-point averages than do nondropouts.[31]

A number of previous studies have demonstrated this relationship. One study found that 64 percent of the dropouts were reading below average, 17 percent were reading in the average range, and another 20 percent above average. Nearly twice as many students who were retarded in their reading achievement dropped out of school than did students who showed average or above average reading skills.[32] In another study, it was found that 44 percent of the school dropouts were reading two or more years below grade level. Only 7 percent were reading up to grade standard.[33]

A third study compared low reading achievers with high reading achievers (the students' reading scores were divided into quartiles). Although only 15 percent of the students in the top quartile dropped out, 50 percent of those in the lowest quartile did so.[34]

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[30] *American Education*, HEW/OE, Washington, D.C., Vol. 7, No. 1, January–February 1970, p. 4.

[31] National Education Association. *School Dropouts: Research Summary*. 1967S1. Washington, D.C., 1967, p. 15.

[32] Kirkhus, Harold. *1962–63 Dropouts*. Peoria, Ill., Board of Education, Peoria Public Schools, Sept. 19, 1963, p. 27.

[33] Young, Joe M., "Lost, Strayed, or Stolen", *Clearing House* 29: 88–92, October 1954.

The findings of one researcher who conducted two studies on the relationship between reading retardation and the tendency to drop out of school showed the following:[35]

| | First Study | Second Study |
|---|---|---|
| Dropouts Reading Average or Above Average | 25% | 30% |
| Total Dropouts Reading Below Grade Level | 75% | 69% |
| One Grade Below Grade Level | 28% | 22% |
| Two Grades Below Grade Level | 19% | 26% |
| Three Grades Below Grade Level | 28% | 21% |

### A. Reading Achievement in the Schools of the Southwest

The Commission found, on the basis of information provided by school principals,[36] that from 50 to 70 percent of Mexican American and black students in the fourth, eighth, and 12th grades are reading below the level expected for the grade to which they are assigned. In contrast, only 25 to 34 percent of all Anglo youngsters in these grades are reading below grade level. This approaches a two-to-one ratio of below-average reading achievement for students of minority groups. (Figure 7).

### Reading Retardation With Increasing Age and Grade

The Commission also found that reading achievement does not improve with advancing age and grade for children of any ethnic group. For Mexican American and black students, however, it usually becomes significantly worse than for Anglos. School principals in the survey areas report that 51 percent of Mexican American and 56 percent of black pupils in the fourth grade are reading below grade level, compared with only 25 percent of Anglo students. These percentages increase by the eighth grade to 64 percent for Mexican Americans and 58 percent for black students.

**Percent of Students in the Southwest Reading Below Grade Level**

| | Grade 4 | Grade 8 | Grade 12 |
|---|---|---|---|
| Anglo | 25 | 28 | 34 |
| Mexican American | 51 | 64 | 63 |
| Black | 56 | 58 | 70 |

By the 12th grade, despite the fact that many of the poorest achievers have left school,[37] 63 percent of the Mexican American and 70 percent of the black students are still performing below grade level in reading. The reading achievement of Anglo youngsters also declines between the fourth and eighth grades and again from the eighth to the 12th grades, but the drop is not nearly as dramatic as it is for minority students. About 75 percent of the Anglo children are reading at or above average in the fourth grade. In the 12th grade, 66 percent are still performing satisfactorily.

### Severe Reading Retardation With Increasing Age and Grade

The problem of *severe* reading retardation[38] also increases the length of time Mexican American and black youngsters remain in school. In the fourth grade 17 percent of Mexican American and

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[34] Penty, Ruth C. *Reading Ability and High School Dropouts*, New York Teachers College, Columbia University, 1956, p. 93. Summary, *Journal of the National Association of Woman Deans and Counselors* 23: 11–15, October 1959.

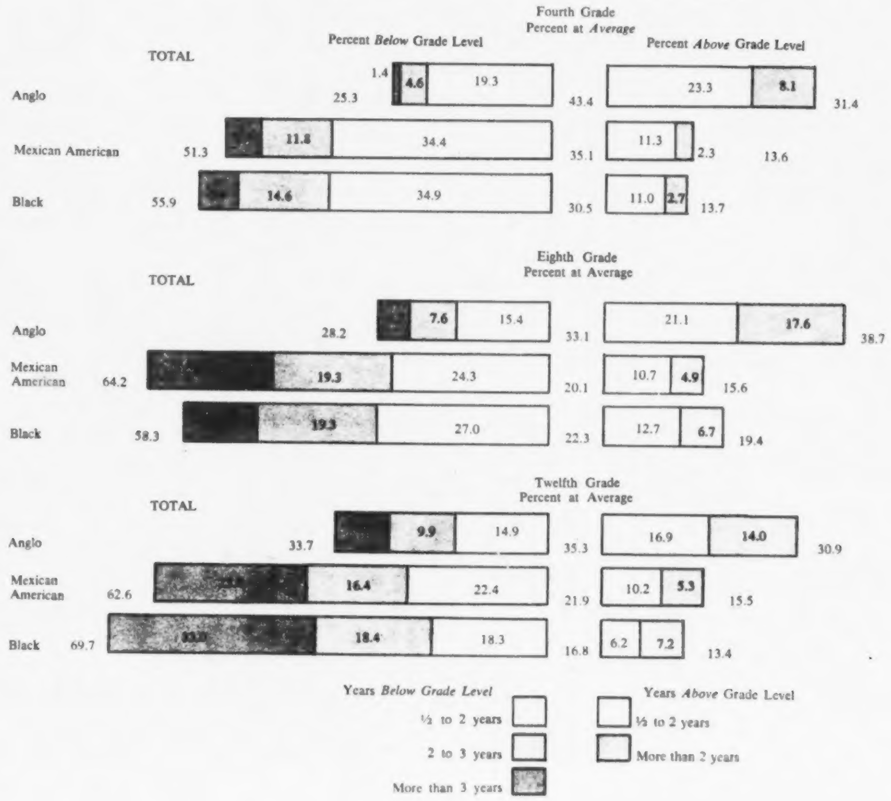
[35] Snepp, Daniel W. "Why They Drop Out?: 8 Clues to Greater Holding Power." *Clearing House* 27: 492–94; April 1953. Snepp, Daniel W. "Can We Salvage the Dropouts?" *Clearing House* 31: 49–54; September 1956.

[36] See Question 46 on Principals' Questionnaire, Appendix B. The data the principals provided regarding student reading levels were based on two sources of information. The first was principal and teacher judgments on the rate of progress of the child; the second were data from previously administered tests of reading achievement; often, the two data sources were combined.

[37] The Commission estimates that about 40 percent of Mexican Americans and 33 percent of black students leave school before graduation.

[38] The term, *severe reading retardation*, as used in this report, means retardation that is two or more years below grade level.

Figure 7—**ESTIMATED READING LEVELS IN THE SOUTHWEST**



21 percent of black pupils already read two or more years below grade level. By the 12th grade, 40 percent of the Mexican American students and more than half the black students or 51 percent, are experiencing severe reading retardation. (Figure 7).

In evaluating this poor showing, it should again be remembered that the 12th grade figures do not reflect the achievement levels of students who left school early. In view of the relationship between poor reading achievement and dropouts, the figures on the extent of severe reading disabilities would undoubtedly be even higher if they included the performance of the earlier dropouts.

### Reading Achievement by States

What is true of reading achievement levels in the Southwest as a whole is also true generally for the survey area in each of the five Southwestern States individually.

The analysis of reading achievement in individual States reveals four common elements: (a) Anglo youngsters always have a substantially smaller proportion of poor readers than do any of the minority groups; (b) the proportion of pupils who are reading below grade level increases for all groups as higher grades are reached; (c) the extent of severe reading disabilities also grows for all ethnic groups with increasing years; and (d) black students are reading at somewhat lower levels than Mexican Americans.

### B. Arizona

About one in every four Anglo students in the Arizona schools surveyed is reading below grade level by the fourth grade. Most of these are reading one-half to 2 years below grade level. This distribution reflects the reading achievement of Anglos for the Southwest as a whole. Mexican American and black youngsters, however, are reading at rates far below those of Anglos by the fourth grade. Approximately 44 percent of the Mexican American and 55 percent of the black students—about twice the Anglo proportion—are reading below grade level. (Figure 8).

By the eighth grade, the percentage of students in all groups reading below grade level has increased. For Anglos, the proportion which is below grade level has increased from 25 to 33 percent. The greatest increase, however, is for Mexican American students. The proportion of these students reading below grade level has risen from 44 percent at the fourth grade to 66 percent at the eighth grade. The percentage of black youngsters who are reading below grade has also significantly increased. By the eighth grade two-thirds, or 65 percent, of black youngsters in the Arizona survey area do not possess adequate reading skills.

Unlike some other States where reading achievement levels appear to improve at grade 12, fully three-quarters of all Mexican American 12th graders are reading below grade level. *Furthermore, nearly half of all Mexican Americans are reading three or more years below grade level by grade 12.*

The situation for blacks is even worse. While at the eighth grade about two-thirds of the black students surveyed are reading below grade level, by the time they reach the 12th grade, more than three -quarters, or 77 percent, are reading below grade level. *Furthermore, more than half of all 12th grade black students are reading three or more years below grade level.*

This phenomenon may occur because of the comparatively high school holding power in Arizona.[39] In other States substantial numbers of those whose reading achievement is low are likely to drop out. But the school holding power in Arizona would seem to increase the percentage of 12th grade Mexican Americans reading below grade level.

Even for the Anglo students, the picture is not promising in Arizona. Nearly half of the 12th grade Anglo students in the survey schools are reading below grade level, twice the proportion found in the fourth grade.

### C. California

The reading achievement record of California students is poor to begin with and does not improve in the higher grades. In California, unlike other States, reading achievement does not worsen appreciably as the children progress through school. However, a substantial percentage of children are reading below grade level as early

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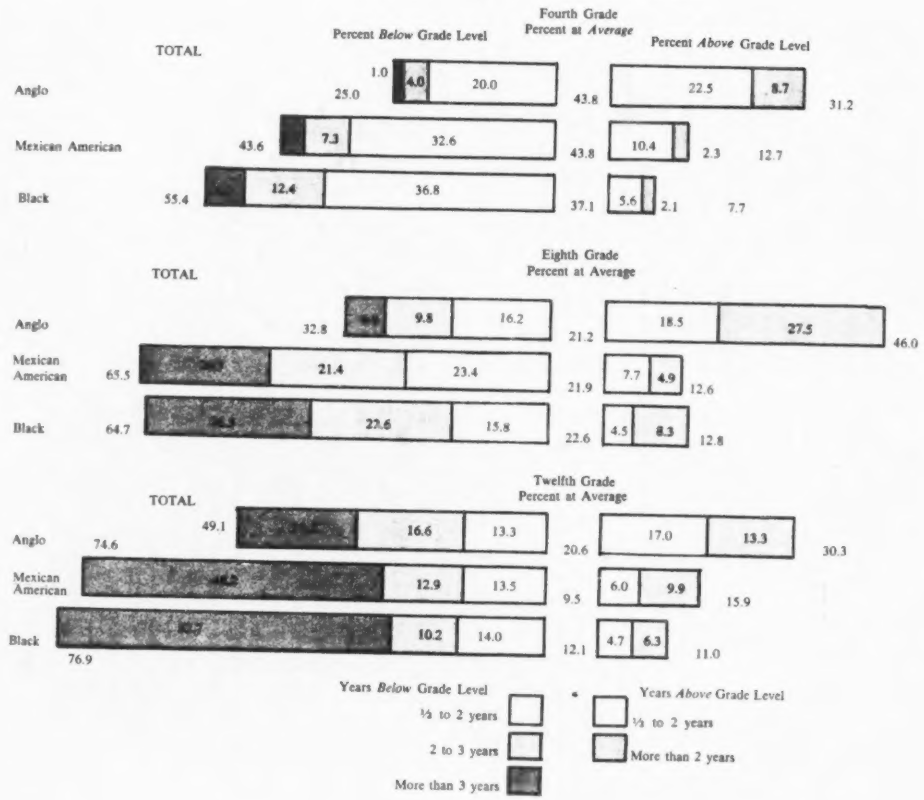
[39] Commission estimates of school holding power in Arizona at grade 12 are: 89 percent for Anglos, 81 percent for Mexican Americans, and 72 percent for blacks.

Figure 8—ESTIMATED READING LEVELS IN ARIZONA



as the fourth grade and they remain poor readers throughout their school careers. (Figure 9).

At the fourth grade level about 27 percent of Anglo students in the survey schools are reading below grade level. Twice that percentage, or 52 percent, of Mexican American fourth graders are reading below grade level. In other words, more than half of all Chicano students in the California survey area are already reading below their grade assignment by the fourth grade. Approximately 55 percent of black youngsters are also reading below grade level in the fourth grade. The general picture does not change appreciably by grade 8, but the proportion of those students whose reading difficulties have been allowed to grow from mild to severe increases substantially. While all three ethnic groups regress, reading achievement levels for the two minority groups fall behind at a faster pace.

By the time California Anglos are ready to graduate from high school, more than one-third of those surveyed are reading below grade level. It is the Mexican American, however, whose reading retardation has become the most severe. Upon graduation 63 percent are reading below grade level and 39 percent have not advanced beyond the 10th grade in reading. Nearly one-quarter, or 22 percent, of 12th grade Mexican American students in California are reading at the ninth grade level or lower. The black student in California is almost as badly prepared in reading. About 59 percent are reading below grade level.

Because California is the most populous of the five Southwestern States—with about 646,000 Mexican Americans and about 388,000 black students enrolled in its public schools—this situation awakens particular concern. Such concern is heightened by the realization that an estimated 36 percent of Mexican Americans and 33 percent of blacks in California are gone by grade 12 because of low school holding power. This represents a staggering loss of potentially well-educated and productive manpower.

### D. Colorado

About one-quarter of Colorado's Anglo population in the schools surveyed is reading below grade level by the fourth grade. However, more than twice as high a proportion of Mexican Americans, 57 percent, have not been taught reading skills commensurate with their fourth grade placement. Blacks are in an even more critical situation with 62 percent having reading deficiencies as early as the fourth grade. (Figure 10).

Unlike the pattern in other States, in Colorado, it is the Anglo student whose reading achievement falls most sharply in the 4 years from the fourth to the eighth grades. Although one-quarter of the Anglos surveyed are reading below grade level in the fourth grade, by the eighth grade one-third are deficient in reading. The proportion of Mexican Americans who are reading below grade level at grade 8 remains almost the same as that found at grade 4. However, the proportion of Mexican Americans with *severe* reading problems has almost doubled: from 19 percent at the fourth grade to 34 percent at the eighth. The percentage of blacks reading below grade level increases slightly from grade 4 to grade 8. Once again, however, there is a substantial increase in severe reading deficiencies from the lower to the higher grade.

By the time they graduate, the proportion of Anglo students in the Colorado survey area experiencing reading retardation has decreased and is back to about one-quarter. For minority students, however, despite heavy attrition, the proportion with reading deficiencies increases. Even with 33 percent of the original Mexican American student body gone, nearly 60 percent of those still in school are reading below grade level, and about 40 percent of these are 2 years or more behind. Reading achievement for blacks is even more deplorable. Nearly two-thirds of those ready to graduate are reading below grade level and 46 percent have the reading skills of a 10th grader or less.

### E. New Mexico

Because of New Mexico's unique ethnic distribution,[40] it might be expected that reading achievement levels would be different from those in the other four States. They are not. (Figure 11).

Similar to other Southwestern States, 25 percent of Anglo fourth graders in the New Mexico schools surveyed are reading below grade level. Nearly twice this proportion, 48 percent, of Mexican Americans are reading below grade level.

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[40] See footnote number 25, p. 14

Figure 9—ESTIMATED READING LEVELS IN CALIFORNIA

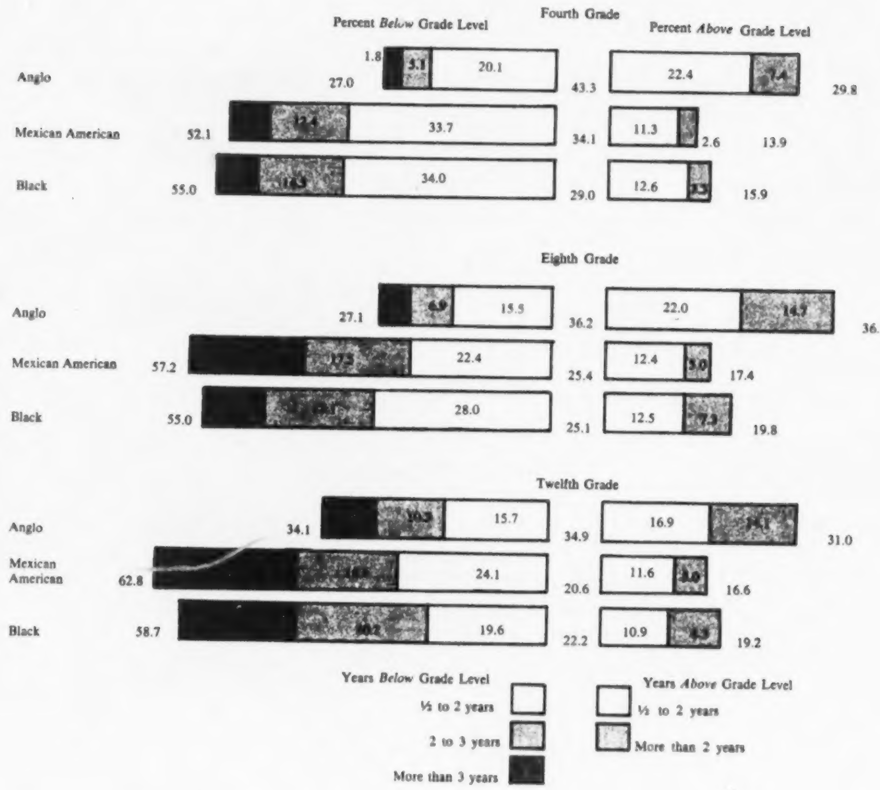
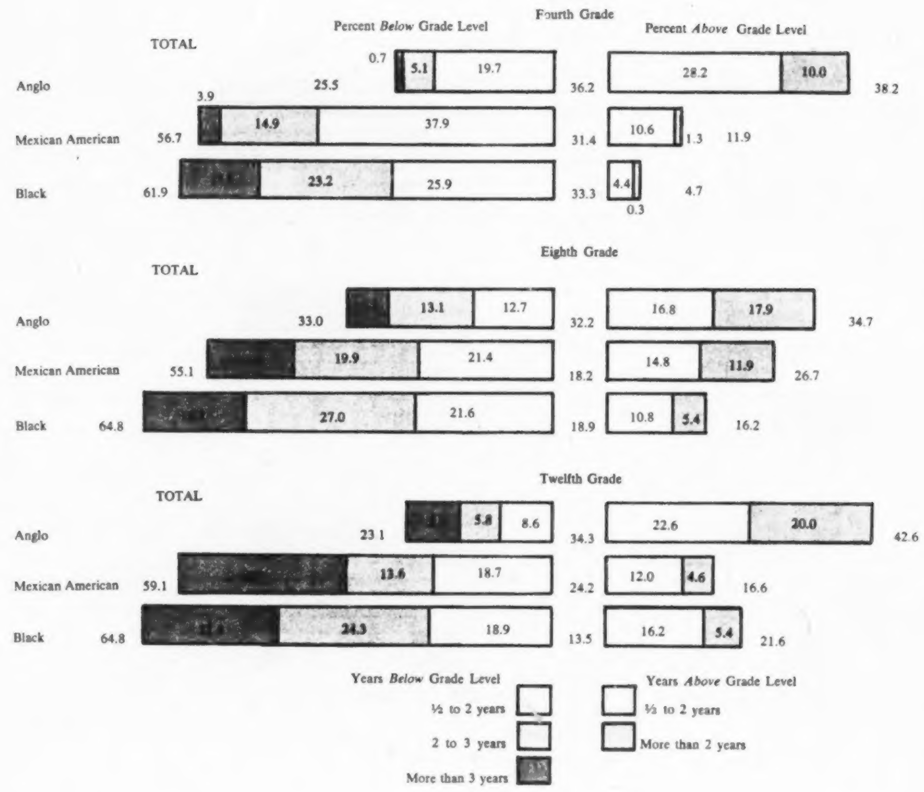


Figure 10—**ESTIMATED READING LEVELS IN COLORADO**



The poorest reading achievement is found among Indian students. More than half, 52 percent, of the Indian children in the Commission's New Mexico sample are deficient in their reading by the time they are in the fourth grade.

As higher grades are reached, reading achievement in New Mexico becomes progressively worse for all groups. By the eighth grade, approximately 35 percent of Anglo children in the survey area are reading below grade level; 10 percentage points more than at grade 4. Further, while at the fourth grade only about 5 percent are in the severely deficient reading category, by the eighth grade, 14 percent of New Mexico Anglos are two or more years behind.

A similar decline in reading achievement occurs for Mexican Americans in New Mexico. In grade 4, 48 percent are reading below grade level but at grade 8 the proportion has risen to 58 percent. Worse yet, the proportion of Mexican Americans with severe reading difficulties has increased from 17 percent at grade 4 to 26 percent at grade 8.

The pattern is similar for public school Indian children. About 57 percent of Indian eighth graders are reading below grade level, and, of these, 30 percent are two or more years below grade level in reading.

If the situation does not appear to deteriorate as badly by grade 12, it is probably because the schools have failed to hold many of those whose reading achievement was the lowest. Despite the very high rate of loss, however,[41] the reading picture is still poor. About 34 percent of Anglo children in the New Mexico survey schools continue to experience deficiencies in reading. The proportion of Anglos with severe reading deficiencies, however, increases only from 14 to 16 percent from grade 8 to grade 12.

The proportion of Mexican Americans who are reading below grade level declines from 58 percent at grade 8 to 54 percent at grade 12. Again, this "gain" is probably a result of the low school holding power. Still, more than half the Mexican Americans who graduate from New Mexico high schools do not read at acceptable levels. Furthermore, the proportion in the *severe* reading retardation category has risen slightly, from 26 percent at the eighth grade to 28 percent at the 12th grade reading two or more years below grade level.

For Indian public school students the situation is even more dismal. Three-fourths are reading below grade level at high school graduation and fully 63 percent are reading two or more years below grade level.

### F. Texas

In analyzing the reading achievement of Texas' students, two important factors must be kept in mind. First, it is a very populous State with large numbers of minority group members. The 505,000 Mexican Americans attending its public schools constitute about 20 percent of the total public school population. Nearly 380,000 blacks comprise about 15 percent of the enrollment. Hence, minority group children make up more than one-third of the public school student population in Texas. Second, any appraisal of reading achievement must be made in cognizance of the very low holding power of Texas public schools—the lowest of the five States the Commission surveyed. It is estimated that in the schools surveyed in Texas, only 53 percent of Mexican Americans and 64 percent of blacks who enter first grade in the school districts surveyed receive a high school diploma.

The Anglo fourth grade population in Texas appears to fare relatively well in reading achievement. About 21 percent of those surveyed are reading below grade level, a figure which is slightly higher than for most other States. At the same grade, however, 52 percent, or half of the Mexican American students, are deficient in their reading skills. Blacks at grade 4 show an even lower achievement; nearly three of every five students are not reading at grade level. (Figure 11).

By the eighth grade, a modest increase is seen in the approximately 28 percent of Anglos who are behind in their reading. But for the Mexican American the increase is substantial. *Nearly three-quarters of the Mexican American eighth graders in the survey area are reading below average. Further, nearly half the Mexican American eighth grade population is reading two or more years below grade level.*

For black students, reading achievement levels

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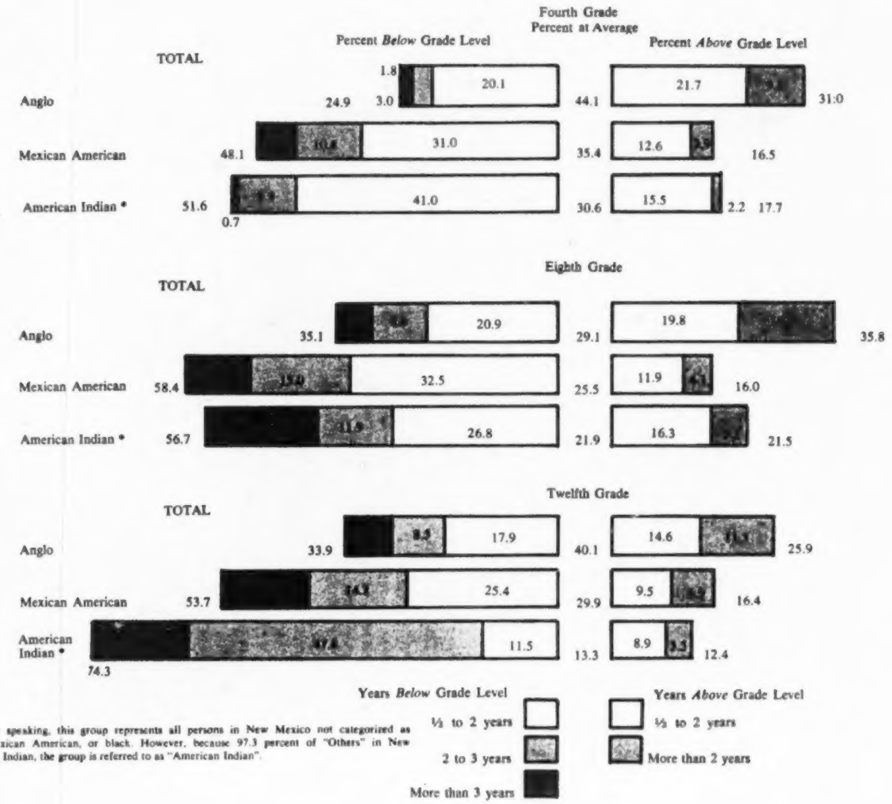
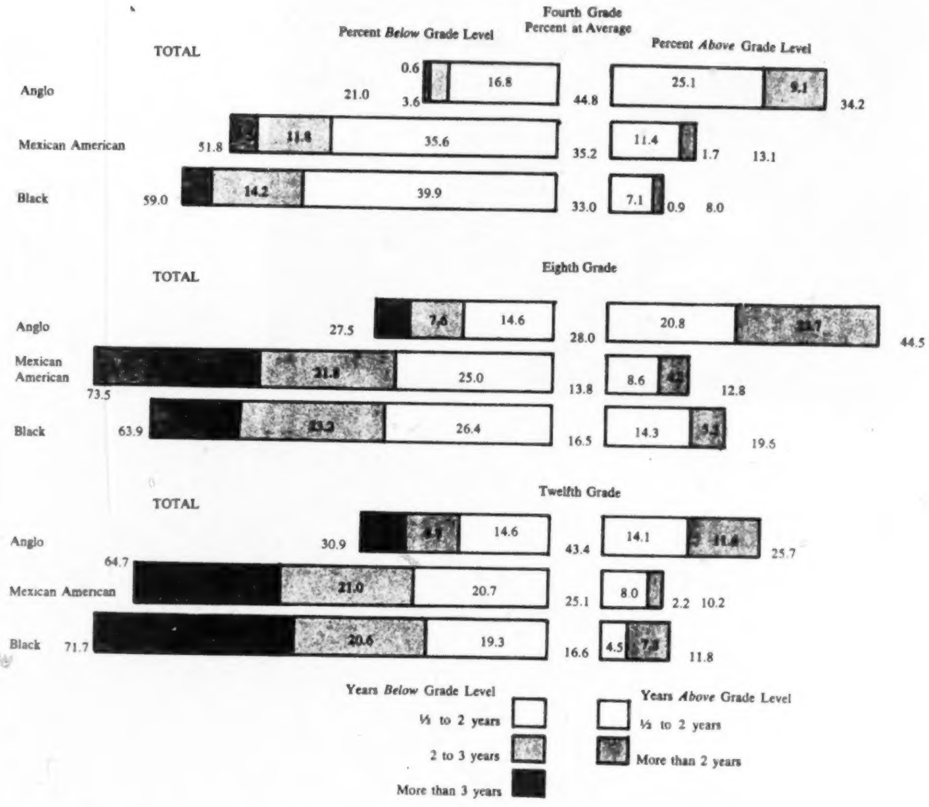
[41] The Commission estimates that 21 percent of Anglos, 29 percent of Mexican Americans, and 32 percent of Indians do not graduate from the survey high schools in New Mexico.

Figure 11—ESTIMATED READING LEVELS IN NEW MEXICO



* Strictly speaking, this group represents all persons in New Mexico not categorized as Anglo, Mexican American, or black. However, because 97.3 percent of "Others" in New Mexico are Indian, the group is referred to as "American Indian".

Figure 12—ESTIMATED READING LEVELS IN TEXAS



have also declined. Sixty-four percent of the black students are reading below grade level when they reach the eighth grade. The majority of these are severely retarded in reading. Thirty-eight percent of the total black eighth grade population in the Texas schools surveyed are reading at sixth grade level or below.

For Mexican Americans, the situation appears to improve between grades 8 and 12. It must be remembered, however, that in Texas nearly 50 percent of this group has dropped out of school before reaching the 12th grade. Thus, the improvement in reading achievement is an illusion. Nevertheless, two-thirds of the Mexican Americans who remain in school through the 12th grade are deficient in their reading ability by the time they are ready to graduate from high school and about 44 percent suffer severe reading retardation.

Perhaps because blacks have a somewhat higher estimated holding power rate, the pattern of seeming improvement found for Mexican Americans does not hold for them. While at the eighth grade, 64 percent of black students are reading below grade level, by grade 12, the proportion has risen to 72 percent. Fifty-two percent are reading two or more years below their 12th grade level.

### G. Inter-State Comparisons on Selected Items

In each of the States, *no fewer than 44 percent of Mexican American students and 55 percent of black students in the fourth, eighth, and 12th grades are reported by their principals to be reading below the level expected of students in their respective grades.*

The lowest estimated reading levels Mexican Americans reach are in Arizona where 75 percent of Chicano students read below grade level by grade 12 and in Texas where, at grade 8, 74 percent are reading below grade level. The situation in Texas is especially disturbing since 47 percent of Mexican American students in the Texas survey area never graduate. Conversely, the 75 percent of students reading below grade level at grade 12 in Arizona schools may merely reflect that State's somewhat higher holding power over the lower achieving students.

For black youngsters, the most serious reading retardation is generally to be found in the 12th grade. In Arizona, 77 percent of black students in the survey area read below grade level in this grade; in Texas, 72 percent. Again, the apparently high rate of reading retardation in Arizona may reflect its comparatively better school holding power. *On the other hand, Texas exhibits a uniformly low school reading record for both black and Mexican American students and, at the same time, exhibits low school holding power rates for both groups.*

## IV. GRADE REPETITION AND OVERAGENESS

Grade repetition and its correlate, overageness for grade assignment, are two other ways in which school achievement can be measured.

There are several reasons why students may be required to repeat a grade. Because of illness, they may miss so much classwork that they are not promoted. In addition, they may be judged too emotionally immature to move into a higher grade. The most common reason why students are retained, however, is the teacher's perception that they have failed to perform at an acceptable academic level. If the teacher believes that the student does not have sufficient grasp of the necessary academic skills and materials, he is very often retained in the same grade for another year.

The connection between grade repetition and overageness is obvious. Barring a child's late entry into school, the primary cause of a student being overage is grade repetition. Unless a student begins school before the normal age, one school year repetition will make him one year older than other students at his grade level, two repetitions, two years older, and so on throughout his school career.

### Extent of Grade Repetition

Most grade repetitions occur in the first grade, according to data obtained in the Commission's Survey. It was found that Mexican American youngsters in the schools surveyed are much more likely to be retained than either Anglos or blacks. (See Table 2).

**Table 2. Percent of Students Repeating Grades in the First and Fourth Grades by State and Ethnic Group, 1969**

**GRADE REPETITION—FIRST GRADE**

| | Arizona | California | Colorado | New Mexico | Texas | Total |
|---|---|---|---|---|---|---|
| Anglo | 5.7 | 5.6 | 3.9 | 8.5 | 7.3 | 6.0 |
| Mexican American | 14.4 | 9.8 | 9.7 | 14.9 | 22.3 | 15.9 |
| Black | 9.1 | 5.7 | 7.7 | 19.0 | 20.9 | 8.9 |

**GRADE REPETITION—FOURTH GRADE**

| | Arizona | California | Colorado | New Mexico | Texas | Total |
|---|---|---|---|---|---|---|
| Anglo | 0.8 | 1.6 | 0.7 | 0.9 | 2.1 | 1.6 |
| Mexican American | 2.7 | 2.2 | 1.7 | 4.2 | 4.5 | 3.4 |
| Black | 0.7 | 1.0 | 1.3 | 1.0 | 5.1 | 1.8 |

Overall, Mexican Americans in the schools surveyed are almost three times as likely to repeat the first grade as Anglos and almost twice as likely as blacks. In the survey area, nearly 16 percent of all Mexican American youngsters in the first grade are reported to be repeaters. This compares with only 6 percent of Anglos and 9 percent of blacks.[42]

Among the five Southwestern States, the highest incidence of grade repetition for Mexican Americans and blacks is found in Texas. In that State, more than 22 percent of Mexican Americans and nearly 21 percent of blacks repeat the first grade. This is about three times the Anglo rate of 7 percent. By contrast, in California about 10 percent of the Mexican American students repeat the first grade, compared to less than 6 percent of the Anglo and black students.

Colorado has the lowest repetition rate for Mexican Americans and Anglos. In that State, fewer than 10 percent of all Mexican American pupils and fewer than 8 percent of all blacks repeat the first grade. Again, both of these rates are at least twice the 4 percent rate for Anglos. The smallest difference in rate of repetition among all groups occurs in California.

At the fourth grade level, Mexican Americans are still the group most likely to be held back for another year. A Mexican American student in the Southwest is about twice as likely as his Anglo or black classmates to repeat the fourth grade.

**Severe Overageness**

Commission Survey statistics also reveal that at all grade levels for which data were collected, a large proportion of Chicano children throughout the Southwest and in each of the five States are two or more years overage [43] for their grade level.[44] Overageness is generally more prevalent among blacks than Anglos, but less so than among Mexican Americans. (See Table 3). At the first grade level, Mexican American children are four times as likely to be two or more years overage than either Anglo or black students. By the eighth grade, the proportion who are overage (9.4 percent) is almost eight times as high for Mexican Americans as for Anglos, and more than four times as high for black students.

As in the case of grade repetitions, the problem of overageness among Mexican American pupils is most severe in the State of Texas. In that State, by the eighth grade 16.5 percent, or one of every six Mexican American pupils surveyed, is two or more years overage, as compared to one of every 15 blacks and only one of every 48 Anglos. California, on the other hand, has the lowest proportion who are overage. In that State, one out of every 43 Mexican American eighth graders is 2 years or more overage compared to one out of every 125 Anglos.

There appears to be a strong relationship between grade repetition and low student achievement. *Thus, the State of Texas, which has the highest proportion of grade repetition for Mexican Americans in the first and fourth grades, also has 74 percent, the highest proportion, of Mexican American eighth graders reading below grade level.* By contrast, in California, where fewer Mexican Americans repeat a grade, a smaller percentage of Mexican American eighth graders are reading below grade level.

A number of studies have indicated that students who have been retained ultimately achieve at a lower rate when they have been required to stay at the same grade level for another year.[45]

Grade repetition is also related to the "language problem" of Mexican American students. In many schools of the Southwest Mexican American children are frequently required to repeat the first grade until they are judged to have sufficient mastery of the English language to study their subjects in English.[46] In Texas, grade

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[42] See Principals' Questionnaire Appendix B. Questions 18a, and 46k.

[43] In this report, a student who is two or more years overage for his grade level is considered to be severely overaged.

[44] See Principals' Questionnaire, Appendix B. Questions 18b and 46h.

[45] See Studies: Saunders, Carleton E. *Promotion or Failure for the Elementary School Pupil.* Teachers College, Columbia University 1941; Coffield, William R. and Hal Bloomers "Effects of Non-Promotion on Educational Achievement in the Elementary School", *Journal of Educational Psychology* Vol. 47, 1956, pp. 235–250.

[46] The Commission's 1969 Survey found that in districts that were 10 percent or more Mexican American, the principals surveyed estimated that 50 percent of Mexican American children who entered first grade did not speak English as well as the average Anglo first grader. See the forthcoming third report in this series en-

**Table 3. Severe Overageness**
**Percent of Pupils Two or More Years Overage, By Grade, State, and Ethnicity**

| Ethnic Group | Grade | Arizona | California | Colorado | New Mexico | Texas | Total |
|---|---|---|---|---|---|---|---|
| Anglo | 1 | 0.7 | 0.9 | 0.7 | 0.4 | 0.7 | 0.8 |
| | 4 | 1.2 | 0.7 | 0.5 | 2.7 | 1.3 | 1.0 |
| | 8 | 1.1 | 0.8 | 0.6 | 2.3 | 2.1 | 1.2 |
| | 12 | 1.4 | 0.1 | 2.5 | 1.7 | 4.9 | 1.4 |
| Mexican American | 1 | 2.5 | 1.7 | 2.1 | 1.7 | 6.6 | 3.9 |
| | 4 | 5.6 | 2.1 | 2.3 | 5.5 | 12.0 | 6.9 |
| | 8 | 11.8 | 2.3 | 1.5 | 10.8 | 16.5 | 9.4 |
| | 12 | 10.9 | 2.3 | 3.9 | 6.8 | 10.5 | 5.5 |
| Black | 1 | 1.5 | 0.7 | 0.9 | ... | 3.2 | 1.2 |
| | 4 | 1.3 | 0.7 | 0.7 | 2.0 | 6.1 | 1.8 |
| | 8 | 3.0 | 0.3 | .... | 1.8 | 6.7 | 2.1 |
| | 12 | 5.5 | 1.9 | 5.4 | 9.1 | 4.6 | 4.4 |

repetition for Mexican Americans has become institutionalized. School districts in Texas administer the Inter-American Test of Oral English to all entering first graders in order to determine their language readiness for the grade. If the student scores low on this test, he is placed in a prefirst grade class, and is thereby required to repeat the grade (more precisely his first year in school). Similar practices are found in individual schools in other States.[47]

There also appears to be a relationship between overage and the likelihood of dropping out of school. Comparing overageness of Mexican Americans in the eighth and 12th grades, the Commission found that the percent overage is generally smaller in the 12th grade. For two reasons one would expect the degree of overageness to be *at least* as high in the 12th grade as in the eighth: (1) those who are overage in the eighth grade will be the same number of years or more overage by the 12th grade; and (2) more students are likely to become overage between these two grades. In fact, Anglo students in general do have a higher rate of overageness as grade level increases. The black students' rate also increases in each State except Texas. For Mexican Americans, however, the degree of overageness actually *decreases* in three of the five States: Arizona, New Mexico, and Texas. For the Southwest as a whole the percent of Mexican Americans who are overage drops from 9.4 in 8th grade to 5.5 in 12th grade. Based on these figures it is estimated that at least 41 percent of Mexican American eighth graders who are overaged do not stay in school long enough to complete the 12th grade.[48]

A number of other studies have also linked overageness with school dropouts. For example, a U.S. Department of Labor study of seven communities revealed that 53 percent of dropouts were two or more years older than their grade-level peers, and 84 percent were at least 1 year older.[49] In a study of a Midwestern community it was found that almost 40 percent of all dropouts were two or more years above the normal age range, and an additional 40 percent 1 year overage, for a total of 80 percent one or more years overage.[50]

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titled *The Excluded Student: Educational Practices Affecting Mexican Americans in the Southwest* 1971.

[47] In a staff interview in California, one principal at an elementary school with an enrollment almost one-third Chicano described a similar program designed to correct language and emotional maturity deficits at the kindergarten level. Students considered unprepared for first grade work are placed in "Junior First". Many of these students actually repeat the first grade. The principal estimated that 90 percent of the 1969 kindergarten enrollment at his school had been placed at this level.

[48] There are 41 percent fewer Mexican American students overaged in the 12th grade than in the eighth grade. This decline is considered the minimum attrition rate for overaged Mexican Americans between those grades because it is expected that additional students become overaged in that period. It is estimated that 34 percent of Mexican American eighth graders have left school by the end of the 12th grade. Thus, Mexican Americans who are overaged appear to drop out at a rate at least 1.2 times as high as the average Mexican American student between these grades.

[49] U.S. Department of Labor, Bureau of Labor Statistics, *School and Early Employment Experience of Youth: A Report on Seven Communities,* 1952–57. Bulletin #1277. Washington, D.C. Government Printing Office. August 1960, pp. 5, 17.

[50] Kirkhus, Harold. *1962–63 Dropouts.* Peoria, Ill.: Board of Education, Peoria Public Schools, Sept. 19, 1963, p. 8.

## V. PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

The quality of education a student receives cannot be evaluated solely by reference to his teachers, to the textbooks he uses, or the curriculum he pursues. Students often learn as much from contacts with their classmates as they do from their textbooks. By the same token, participation in extracurricular activities provides students with special opportunities to expand their personal and intellectual horizons.

Participation in such activities as student government encourages children to develop qualities of leadership and respect for the democratic process which cannot be as satisfactorily gained solely through the ordinary classroom exposure. Work on school newspapers helps students develop clarity of thought and expression which cannot be learned through classroom assignments alone. Participation in the preparation of school social events helps develop a sense of closer identity with the school and contributes to the student's development as a full participant in the larger society he will later enter. In short, participation in extracurricular activities serves both as an important contributor to a child's development as a productive member of society and as an indicator of the school's influence on him.

Indeed, a number of studies have found a close correlation between participation in extracurricular activities and school holding power. A study of 798 dropouts found that 73 percent had never participated in any extracurricular school activity, 25 percent had participated in one or two activities, and only 2 percent had been involved in more than two activities.[51] Another study found that high school graduates participated in an average of 1.6 more activities than did nongraduates.[52] A third study [53] also found evidence of much greater participation by students who graduate than by those who drop out, as shown in the tabulation below.

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[51] Dillon, Harold J., *Early School Leavers: A Major Educational Problem.* National Child Labor Committee Publication #401, New York: National Child Labor Committee, 1949, p. 44.

[52] Van Dyke, L. A., and K. B. Hoyt, *The Dropout Problem in Iowa High Schools.* U.S. Department of Health, Education, and Welfare, Office of Education, Cooperative Research, Project #160, 1958, pp. 42–45.

| | Number | Percent Participating In No Activities | Percent Participating In Three or More Activities |
|---|---|---|---|
| GRADUATES | 913 | 15 | 55 |
| DROPOUTS | 127 | 76 | 2 |

The importance that the schools themselves attach to involvement in extracurricular activities is reflected by the substantial physical and financial resources often invested in these programs. Drama and choral presentations are held in expensive school auditoriums. Musical instruments are purchased for use by bands and orchestras. School facilities are made available and complex equipment is used to publish school newspapers and yearbooks. In many schools a coordinator of student activities holds a staff position.

Students are selected in various ways to participate in particular extracurricular activities. With some activities, such as student government officer or homecoming queen, the selection process is usually through election by the student body. In others, such as newspaper editor, selection is often made on the basis of the judgment of certain school officials. In these cases, where judgments may be subjective, there is an increased likelihood of intervention by the prejudice of individual teachers and principals and, thus, the possibility of participation by minority students is reduced. In addition, special conditions of eligibility are often imposed which, while seeming reasonable on the surface, also serve to limit minority group participation.

Some schools, for example, require that candidates for certain student government offices be selected or approved by members of the faculty. This selection or approval sometimes is made contingent on meeting minimum grade and behavioral standards. Thus, most of the schools visited by Commission staff required a "C" average minimum in academic work. As noted earlier, minority students score lower than their Anglo classmates in reading achievement, a prime indicator of academic performance in all subject areas. Consequently, minimum grade requirements are likely to reduce participation by Mexican Americans and black youngsters in extracurricular activities.

Citizenship marks, usually reflecting an individual teacher's perception of how well a student meets the social expectations of the school, can be a factor that negatively affects minority participation. One study found that "the grades given to Mexican American students in citizenship subjects such as 'work habits' and 'cooperation' were consistently lower than those given to non-Mexicans".[54]

Participation in some extracurricular activities involves financial demands. For Mexican American and black students, a disproportionately large number of whom are poor, the cost may be prohibitive. For example, in many high schools visited, Commission staff found the expense incurred in being a cheerleader amounted to more than $50. In one California high school with a 60 percent Mexican American enrollment, the cost of uniforms and insurance was $176 for each cheerleader.

In its mail survey the Commission sought information on the ethnic composition of participants in certain extracurricular activities, including student government, school newspaper, homecoming events, and cheerleading.

In the schools surveyed, the Commission found that, with only one exception, Mexican American students do not reach their proportionate rate of participation in any of the extracurricular activities studied. (See Table 4). This is true whether Chicano students constitute a majority or a minority of the enrollment.

When all students attending schools 50 percent or more Mexican American are taken as a group, Mexican Americans comprise 75 percent of the enrollment. However, as participants in extracurricular activities in these schools, they comprise from 50 to 73 percent of the participants depending on the activity, with the average rate of par-

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[53] Walsh, Raymond J., *Relationships of Enrollment in Practical Arts and Vocational Courses to the Holding Power of the Comprehensive High School.* Doctoral dissertation, Columbia, Mo.: University of Missouri, 1965.

[54] Sheldon, Paul M., "Mexican Americans in Urban Public Schools: An Exploration of the Drop-out Problem", *California Journal of Educational Research,* Vol. XII, No. 1, January 1961, pp. 21–26.

**Table 4. Participation in Extracurricular Activities in Secondary Schools By Ethnicity**

| | Schools having MA Student Enrollments of less than 50% | | Schools having MA Student Enrollments greater than 50% | |
|---|---|---|---|---|
| | Anglos | Mexican American | Anglos | Mexican American |
| Percent of Total Student Enrollment* | 72.8 | 17.4 | 19.2 | 74.5 |
| Percent Participating as | | | | |
| Student Body Presidents | 79.2 | 8.6 | 34.3 | 65.7 |
| Student Body Vice Presidents | 79.0 | 10.5 | 35.3 | 61.8 |
| Class Presidents | 73.0 | 14.4 | 26.8 | 60.8 |
| Newspaper Editors | 76.3 | 15.2 | 35.5 | 60.0 |
| Homecoming Queens | 74.3 | 18.2 | 23.1 | 73.1 |
| Homecoming Queen's Court | 75.9 | 14.2 | 29.1 | 68.0 |
| Cheerleaders | 75.7 | 12.8 | 44.9 | 50.2 |
| Average Percent Participating In The Above Seven Extracurricular Activities | 76.2 | 13.4 | 32.7 | 62.8 |

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* These figures represent the percent of all students enrolled in these types of schools who are of each of these two ethnic groups.

ticipation being 63 percent. By contrast, Anglo students comprise only 19 percent of the enrollment in these same schools, yet they make up from 23 to 45 percent of the participants in the extracurricular activities studied by the Commission.

In schools where Mexican Americans represent a minority of the enrollment (less than 50 percent), they are likewise underrepresented as participants in extracurricular activities. In these schools, Mexican Americans average 17 percent of the total enrollment, but average only 13 percent participation in those extracurricular activities studied by the Commission. In only one case, that of homecoming queen, Mexican American students are equitably represented. In the other six extracurricular activities studied, the representation ranged from 9 to 15 percent. Further, in these low Chicano density schools, the categories where the representation is the lowest are in those activities traditionally seen as having the greater prestige and influence, such as student body president and vice president. In these same schools, Anglo students represent 73 percent of the student population and average 76 percent participation, with the range being from 73 to 76 percent, depending on the activity.

## VI. SUMMARY

The basic finding of this report is that minority students in the Southwest—Mexican Americans, blacks, American Indians—do not obtain the benefits of public education at a rate equal to that of their Anglo classmates. This is true regardless of the measure of school achievement used.

The Commission has sought to evaluate school achievement by reference to five standard measures: school holding power, reading achievement, grade repetitions, overageness, and participation in extracurricular activities.

Without exception, minority students achieve at a lower rate than Anglos: their school holding power is lower; their reading achievement is poorer; their repetition of grades is more frequent; their overageness is more prevalent; and they participate in extracurricular activities to a lesser degree than their Anglo counterparts.

### School Holding Power

The proportion of minority students who remain in school through the 12th grade is significantly lower than that of Anglo students, with Mexican Americans demonstrating the most severe rate of attrition. The Commission estimates that out of every 100 Mexican American youngsters who enter first grade in the survey area, only 60 graduate from high school; only 67 of every 100 black first graders graduate from high school. In contrast, 86 of every 100 Anglos remain in school and receive high school diplomas.

For Mexican Americans, there are sharp differences in school holding power among the five States. Of the two States with the largest Mexican American school enrollment—California and Texas—holding power is significantly greater in California where an estimated 64 percent of the Mexican American youngsters in the districts surveyed graduate. Texas, by contrast, demonstrates the poorest overall record of any of the States in its ability to hold Mexican American students. By the end of the eighth grade, Chicanos in the survey area have already lost 14 percent of their peers—almost as many as Anglos will loose by the 12th grade. Before the end of the 12th grade, nearly half, or 47 percent, of the Mexican American pupils will have left school. In 1968, there were approximately 290,000 Mexican Americans enrolled in grades 1 through 6 in Texas public schools. If present holding power rates estimated by the Commission continue, 140,000 of these young people will never receive a high school diploma.

College entrance rates reveal an even greater gap between Anglos and minority group students. Nearly half the Anglo students who begin school continue on to college, but only about one of every four Chicano and black students do so.

Among the five Southwestern States, minority high school graduates have the greatest likelihood of entering college in California. There, 51 percent of black graduates in the districts surveyed go on to college as do 44 percent of Chicanos. In Colorado, New Mexico, and Texas, however, fewer than one out of every three Chicano high school graduates undertakes higher education.

### Reading Achievement

Throughout the survey area, a disproportionately large number of Chicanos and other minority youngsters lack reading skills commensurate with age and grade level expectations. At the fourth, eighth, and 12th grades the proportion of Mexican American and black students reading below grade level is generally twice as large as the proportion of Anglos reading below grade level. For the total Southwest survey area the percentage of minority students deficient in reading reaches as high as 63 and 70 percent in the 12th grade for Chicanos and blacks respectively. In the eighth grade the Chicano youngster is 2.3 times as likely as the Anglo to be reading below grade level while the black student is 2.1 times as likely.

Reading achievement becomes significantly lower for children of all ethnic groups as they advance in age and in grade level. For minority children, however, the drop is more severe than for Anglos. At the fourth grade, 51 percent of the Mexican Americans and 56 percent of the blacks, compared with 25 percent of the Anglos in the survey area, are reading below grade level. By the eighth grade, corresponding figures are 64 percent for Mexican Americans and 58 percent for blacks. Further deterioration occurs by the 12th grade despite the fact that many of the poorest achievers have already left school. At this stage, 63 percent of the Mexican Americans are reading below grade level as are 70 percent of the blacks and 34 percent of the Anglos.

The severity of reading retardation also increases the longer the Chicano and black youngsters remain in school. In the fourth grade, only 17 percent of the Mexican American and 21 percent of the black students are reading two or more years below grade level. By the 12th grade, however, two of every five Mexican American children and more than half the black students are at this low level of reading achievement.

Interstate comparisons reveal low achievement levels in reading for minority students in all States. In the California survey area 63 percent of the Chicanos at the 12th grade level are reading below grade level, while 59 percent of the black students at the same level are experiencing reading deficiencies. In Texas, two-thirds of all Mexican Americans and more than 70 percent of all black 12th graders fail to achieve grade level expectations in reading. By contrast, in none of the five States does the percentage of Anglos reading below grade level reach such high proportions. In fact, in only one State, Arizona, does the Anglo proportion approach the high percentages of minorities reading below grade level.

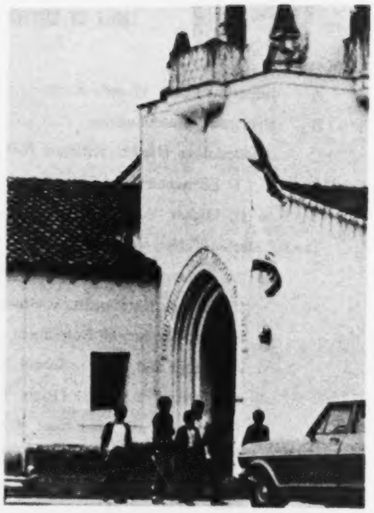
**Grade Repetition**

In the survey area, the Commission found that grade repetition rates for Mexican Americans are significantly higher than for Anglos. Some 16 percent of Mexican American students repeat the first grade as compared to 6 percent of the Anglos. Although the disparity between Mexican Americans and Anglos at the fourth grade is not as wide as in the first grade, Mexican American pupils are still twice as likely as Anglos to repeat this grade. The two States with the highest Mexican American pupil population, Texas and California, reveal significant differences in repetition rates. In the Texas schools surveyed, 22 percent of Chicano pupils are retained in first grade as compared to 10 percent in California.

The purpose of grade repetition is to increase the level of achievement for the retained student. In fact, the students' ultimate achievement level does not generally improve and, in addition, grade repetition predisposes the student to drop out before completion of high school.

**Overageness**

Another measure of achievement directly related to grade repetition is overageness for grade assignment. The Commission found that Mexican Americans in the survey area are as much as seven times as likely to be overage as their Anglo peers. The most significant difference appears in the eighth grade where more than 9 percent of the Mexican American pupils are overage as compared to a little more than 1 percent for the Anglo students. In the Southwest as a whole the degree of overageness increases for Anglos and blacks throughout the schooling process, but actually decreases for Chicanos between the eighth and 12th grades. The probable explanation for this phenomenon is that a very large percentage of overage Mexican American pupils leave school before graduation. The Commission estimated that at least 42 percent of overage Mexican American students in the eighth grade do not continue in school through the 12th grade.



Again, comparing the two largest States, the difference is impressive. More than 16 percent of Chicano eighth graders are overage in Texas. In California only about 2 percent are overage.

**Participation in Extracurricular Activities**

Involvement in extracurricular activities makes the school experience more meaningful and tends to enhance school holding power. The Commission found, however, that Mexican American students are underrepresented in extracurricular activities. This is true whether Mexican Americans constitute a majority or a minority of the student enrollment in a school.

Thus, under all five measures of school achievement minority children are performing at significantly lower levels than Anglos. This report has sought only to present objective facts concerning the differences in school achievement between minority and majority group students, not to account for them. Nevertheless, the Commission believes these wide differences are matters of crucial concern to the Nation. The ultimate test of a school system's effectiveness is the performance of its students. Under that test, our schools are failing.

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## APPENDIX A

**UNITED STATES COMMISSION ON CIVIL RIGHTS**
**WASHINGTON, D.C. 20425**

STAFF DIRECTOR

Dear Sir:

In accordance with its responsibilities as a factfinding agency in the field of civil rights, the United States Commission on Civil Rights is undertaking a study of the educational status of Mexican American youths in a random sampling of school districts in Arizona, California, Colorado, New Mexico, and Texas. In the course of this study, about 500 school districts and some schools within those districts are being surveyed. The study will provide a measure of the nature and extent of educational opportunities which Mexican American youths are receiving in public schools of the Southwest and will furnish, for the first time, extensive information on Mexican American education.

The attached questionnaires call for data which are or can be compiled in your central district office and school plants. If your records or those of your principals do not contain all the information requested, however, you may obtain figures from other available sources.

Please have the principals of the schools designated on the Principal Information Forms complete the appropriate questionnaire and return it to your office. In addition, we ask that you complete the Superintendent Information Form and forward it at the same time with the Principal Information Forms using the enclosed official envelope which requires no postage. Extra copies are enclosed for each respondent to use in completing the questionnaires and to keep for his records. All questionnaires should be returned by May 9, 1969.

It must be emphasized that criteria used in drawing a sample of schools and school districts were based on geographic representation and enrollment characteristics. In no case were complaints of any kind about discrimination a factor in selecting either schools or school districts.

45 — 46

If you have any questions, call collect or write to Henry M. Ramirez, Chief, Mexican American Studies Division, U.S. Commission on Civil Rights, Washington, D. C. 20425 (telephone: Area Code 202, 382-8941). Please indicate you are calling in reference to the questionnaire.

Thank you for your assistance in this most important study.

Sincerely yours,

Howard A. Glickstein

Howard A. Glickstein
Acting Staff Director

Enclosures

# MEXICAN AMERICAN EDUCATION STUDY

## Superintendent Information Form

**General Instructions**

*A. The person completing this questionnaire should be the superintendent or his official delegate.*

*B. Answers to each question should be given as of March 31, 1969 unless some other time period is requested. If information is not available for March 31, 1969, give it for the time closest to, or encompassing, that date. Pupil membership and personnel data may be given on this questionnaire as they were reported on the Title VI Compliance Forms (Forms OS/CR 101 and 102, Fall 1968 Elementary and Secondary School Survey, required under Title VI of the Civil Rights Act of 1964, due October 15, 1968). If a date other than March 31, 1969 or a time period other than that requested is used, please indicate which date or time period is used in the space provided or in the left hand margin next to the question.*

*C. Use additional pages where necessary.*

*D.* **INSTRUCTIONS FOR DETERMINING ETHNIC AND RACIAL GROUPINGS:** *Wherever ethnic and racial data are requested, it is suggested that visual means be used to make such identification. Individuals should not be questioned or singled out in any way about their racial or ethnic lineage. For purposes of this questionnaire, please use the following classifications.*

| | | |
|---|---|---|
| i. | **SPANISH SURNAMED AMERICAN:** | *Persons considered in school or community to be of Mexican, Central American, Cuban, Puerto Rican, Latin American, or other Spanish-speaking origin. This group is often referred to as Mexican American, Spanish American, or Latin American; local usage varies greatly. In this questionnaire, the terms "Mexican American" and "Spanish Surnamed American" are used interchangeably.* |
| ii. | **NEGRO:** | *Persons considered in school or community to be of Negroid or black African origin.* |
| iii. | **ANGLO:** | *White persons not usually considered in school or community to be members of any of the above ethnic or racial categories.* |
| iv. | **OTHER:** | *Persons considered as "non-Anglo" and who are not classifiable as Spanish Surnamed American or Negro. Include as "Other" such persons as Orientals or American Indians.* |

*E. If a question is not applicable, if information is not available, or if you must estimate, please use the common, standard abbreviations printed on the bottom of each page.*

**OFFICIAL DISTRICT NAME** ______________________________

**DISTRICT MAILING ADDRESS** ______________________________
*Street Address or P.O. Box Number*

______________________________
*Town* *County* *State* *Zip Code*

**TELEPHONE NUMBER** ( ) ______________________
*Area Code* *Number*

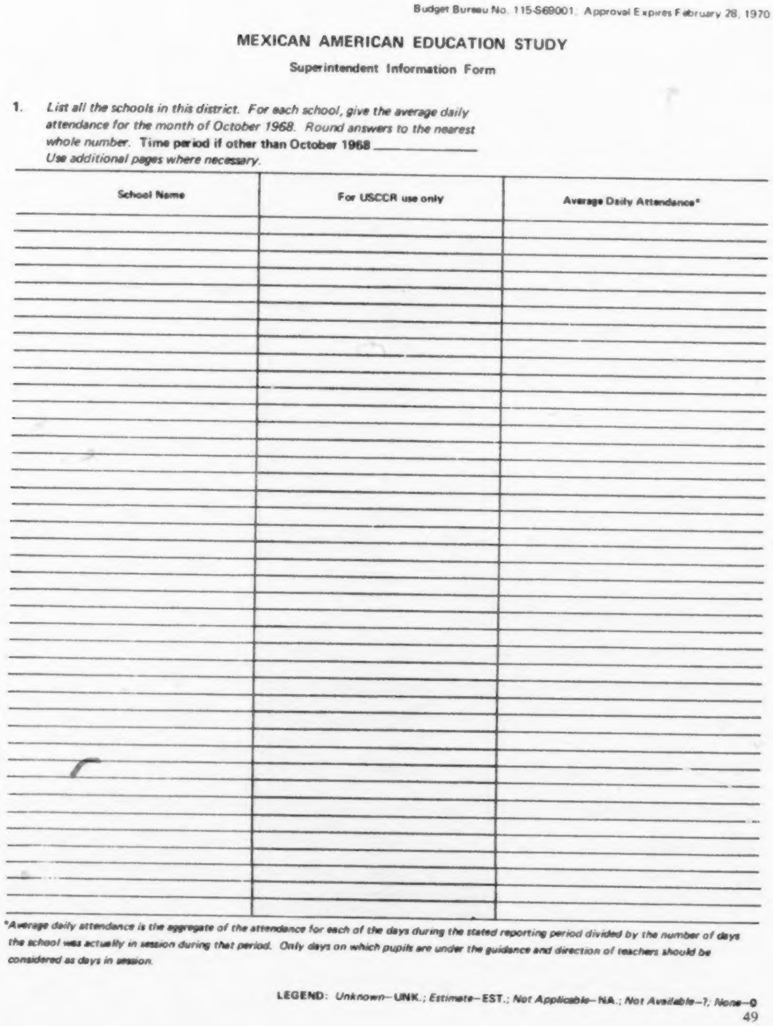
**NAME OF SUPERINTENDENT OF SCHOOLS** ______________________________

**SIGNATURE** ______________________________ **DATE** __________

**NAME AND TITLE OF PERSON RESPONSIBLE FOR FILLING OUT THIS QUESTIONNAIRE IF OTHER THAN SUPERINTENDENT** ______________________________

**SIGNATURE** ______________________________ **DATE** __________

**LEGEND:** *Unknown*–**UNK.**; *Estimate*–**EST.**; *Not Applicable*–**NA.**; *Not Available*–**?**; *None*–**0**



Budget Bureau No. 115-S69001; Approval Expires February 28, 1970

## MEXICAN AMERICAN EDUCATION STUDY

### Superintendent Information Form

1. *List all the schools in this district. For each school, give the average daily attendance for the month of October 1968. Round answers to the nearest whole number.* **Time period if other than October 1968** ______________ *Use additional pages where necessary.*

| School Name | For USCCR use only | Average Daily Attendance* |
|---|---|---|
| | | |

**Average daily attendance is the aggregate of the attendance for each of the days during the stated reporting period divided by the number of days the school was actually in session during that period. Only days on which pupils are under the guidance and direction of teachers should be considered as days in session.*

**LEGEND:** *Unknown*—**UNK.**; *Estimate*—**EST.**; *Not Applicable*—**NA.**; *Not Available*—**?**; *None*—**0**

49

*Questions 2 and 3 instructions: If there is only one secondary school in this district, do not answer questions 2 and 3. Proceed to question 4.*

2. A. **Name the secondary school in this district which had the highest percentage of its 1968 graduates enter two or four year colleges.** ______________________ FOR USCCR USE ONLY

B. **What percent of that school's 1968 graduates entered two or four year colleges?** ______________________%

C. **What percent of that school's 1968 Spanish Surnamed graduates entered two or four year colleges?** __________%

3. **Name the secondary school in this district which has had the highest dropout rate so far this year.** ______________________ FOR USCCR USE ONLY

*Question 4 instructions: If there is only one elementary school in this district, do not answer question 4. Proceed to question 5.*

4. **Name the elementary school in this district whose pupils had the highest average reading achievement test scores in the 1967-1968 school year.** ______________________ FOR USCCR USE ONLY

5. *If since June 1968 this district has conducted, sponsored or paid for any in-service teacher training for any course in column (i), enter the appropriate data about that training in columns (ii) through (v).* **If this district has not conducted, sponsored or paid for any such training since June 1968, check here ☐ and proceed to Question 6.**

| (i) | (ii) | (iii) | (iv) | (v) |
|---|---|---|---|---|
| Course | Total number of hours this course met, per teacher – summer 1968 | Total number of hours this course met, per teacher – academic year 1968-1969 | Number of teachers in in-service training in summer 1968 | Number of teachers in in-service training in academic year 1968-1969 |
| A. English as a second language for the Spanish speaking (instruction in English for those who know little or no English) | | | | |
| B. Bilingual education (instruction in both Spanish and English so that the mother tongue is strengthened concurrent with the pupil learning a second language | | | | |
| C. Mexican or Spanish history or culture | | | | |
| D. Mexican American, Spanish American, or Hispanic history or culture | | | | |
| E. Remedial reading | | | | |
| F. Other subjects relative to Mexican Americans:<br>*(Specify.)* ______________ | | | | |

**LEGEND:** *Unknown*–**UNK.**; *Estimate*–**EST**.; *Not Applicable*–**NA.**; *Not Available*–**?**; *None*–**0**

6. *List the professional personnel for this district as of March 31, 1969, by ethnic and by educational background. Give data about these individuals in as many (vertical) columns as requested. Do not assign any individual to more than one (horizontal) row. Although it is recognized that a person's activities may fall under more than one category, each person should be assigned in accordance with his major activity. Exclude personnel assigned to schools.*

| | | ETHNIC GROUP | | | | EDUCATION | | |
|---|---|---|---|---|---|---|---|---|
| | | (i) | (ii) | (iii) | (iv) | (v) | (vii) | (vii) |
| | | Number Spanish Surnamed American | Number Negro | Number Anglo | Number Other | Number with Bachelor's Degree only | Number with Master's Degree, but not Doctor's Degree | Number with Doctor's Degree |
| A. | **Superintendent of schools (or acting)** | | | | | | | |
| B. | **Associate Superintendents of schools** | | | | | | | |
| C. | **Assistant superintendents of schools** | | | | | | | |
| D. | **Psychologists or psychometrists** | | | | | | | |
| E. | **Social workers** | | | | | | | |
| F. | **Attendance officers** | | | | | | | |
| G. | **Federal programs directors** | | | | | | | |
| H. | **Curriculum directors** | | | | | | | |
| I. | **Community relations specialists** | | | | | | | |
| J. | **All others not assigned to schools** | | | | | | | |

7. *Using one line for each Board of Trustees member, list the principal occupation of each by code number. Refer to the list below for code. If you cannot ascertain which code is appropriate for a given Board Member, specify his occupation. Indicate ethnic group, the number of years each has served on the Board, and years of education.*

| | (i) | (ii) | (iiii) | (iv) | (v) | (vi) | (vii) |
|---|---|---|---|---|---|---|---|
| **Occupation if code number is not known** | **Occupation code number** | **Spanish Surnamed American** | **Negro** | **Anglo** | **Other** | **Number of years served on Board** | **Number of years of school completed or highest degree attained** |
| 1. | | | | | | | |
| 2. | | | | | | | |
| 3. | | | | | | | |
| 4. | | | | | | | |
| 5. | | | | | | | |
| 6. | | | | | | | |
| 7. | | | | | | | |
| 8. | | | | | | | |
| 9. | | | | | | | |
| 10. | | | | | | | |
| 11. | | | | | | | |

*1. Business owners, officials and managers*
*2. Professional and technical services*
*3. Farmers*
*4. Sales and clerical*
*5. Skilled craftsmen, other skilled workers and foremen*
*6. Semi-skilled operators and unskilled workers*
*7. Service workers*
*8. Housewives*
*9. Retired*

8. **Has this district employed consultants on Mexican American educational affairs or problems this school year?** *(Check one only.)*

A. ☐ No
B. ☐ Yes, for a total of one day only
C. ☐ Yes, for a total of two to four days
D. ☐ Yes, for a total of five to seven days
E. ☐ Yes, for a total of eight to ten days
F. ☐ Yes, for a total of more than ten days

**LEGEND:** *Unknown*–**UNK.**; *Estimate*–**EST.**; *Not Applicable*–**NA.**; *Not Available* –?; *None*–0

**9. Has this district appointed, elected or recognized a district-wide volunteer advisory board (or committee) on Mexican American educational affairs or problems, which has held meetings this school year?** *(Check one only.)*

A. ☐ No
B. ☐ Yes, it has met only once this year.
C. ☐ Yes, it has met for a total of two to five times this year.
D. ☐ Yes, it has met for a total of six to fifteen times this year.
E. ☐ Yes, it has met for a total of more than fifteen times this year.

**10. If you answered "Yes" to question 9, what actions, programs or policies has the committee recommended during the 1968-1969 school year?** *(Check all which apply.)*

A. ☐ Ethnic balance in schools
B. ☐ In-service teacher training in Mexican American history or culture, or in bilingual education, or in English as a second language
C. ☐ Employment of Spanish Surnamed teachers or administrators
D. ☐ Pupil exchange programs with other districts or schools
E. ☐ Expanded PTA activities relative to Mexican Americans
F. ☐ Changes in curriculum to make it more relevant for Mexican Americans
G. ☐ Bilingual-bicultural organization in a school or the school system
H. ☐ Other *(Specify.)*________________________________________

**11. Does this district have a written school board policy discouraging the use of Spanish by Mexican American pupils:**

**A. On the school grounds? Yes** ☐*1* **No** ☐*2*

**B. In the classroom (except Spanish classes)? Yes** ☐*1* **No** ☐*2*

*If you answered "Yes" to A or B above (question 11), please attach a copy of that policy and give us the date it was made effective.*

FOR USCCR USE ONLY

**12. As of March 31, 1969, what was the total school district membership, by ethnic group, in the following grades:**

| | (i) | (ii) | (iii) | (iv) | (v) |
|---|---|---|---|---|---|
| | Number Spanish Surnamed American | Number Negro | Number Anglo | Number Other | Total Number |
| A. First Grade | | | | | |
| B. Fourth Grade | | | | | |
| C. Eighth Grade | | | | | |
| D. Twelfth Grade | | | | | |

**13.** *Use the following space and additional pages, if necessary, to give us further comments relative to this questionnaire.*

**LEGEND:** *Unknown*–UNK.; *Estimate*–EST.; *Not Applicable*–NA.; *Not Available*–?; *None*–0

## APPENDIX B

UNITED STATES COMMISSION ON CIVIL RIGHTS
WASHINGTON, D.C. 20425

STAFF DIRECTOR

Dear Sir:

In accordance with its responsibilities as a factfinding agency in the field of civil rights, the United States Commission on Civil Rights is undertaking a study of the educational status of Mexican American youths in a random sampling of school districts in Arizona, California, Colorado, New Mexico, and Texas. In the course of this study, about 500 school districts and some schools within those districts are being surveyed. The study will provide a measure of the nature and extent of educational opportunities which Mexican American youths are receiving in public schools of the Southwest and will furnish, for the first time, extensive information on Mexican American education.

The attached questionnaires call for data which are or can be compiled in your central district office and school plants. If your records or those of your principals do not contain all the information requested, however, you may obtain figures from other available sources.

Please have the principals of the schools designated on the Principal Information Forms complete the appropriate questionnaire and return it to your office. In addition, we ask that you complete the Superintendent Information Form and forward it at the same time with the Principal Information Forms using the enclosed official envelope which requires no postage. Extra copies are enclosed for each respondent to use in completing the questionnaires and to keep for his records. All questionnaires should be returned by May 9, 1969.

It must be emphasized that criteria used in drawing a sample of schools and school districts were based on geographic representation and enrollment characteristics. In no case were complaints of any kind about discrimination a factor in selecting either schools or school districts.

If you have any questions, call collect or write to Henry M. Ramirez, Chief, Mexican American Studies Division, U.S. Commission on Civil Rights, Washington, D. C. 20425 (telephone: Area Code 202, 382-8941). Please indicate you are calling in reference to the questionnaire.

Thank you for your assistance in this most important study.

Sincerely yours,

Howard A. Glickstein
Acting Staff Director

Enclosures

# MEXICAN AMERICAN EDUCATION STUDY

## School Principal Information Form

**General Instructions:**

*A. The person completing this questionnaire should be the school principal or his official delegate.*

*B. Answers to each question should be given as of March 31, 1969 unless some other time period is requested. If information is not available for March 31, 1969, give it for the time closest to, or encompassing, that date. Pupil membership and personnel data may be given on this questionnaire as they were reported on the Title VI Compliance Forms (Forms OS/CR 101 and 102, Fall 1968 Elementary and Secondary School Survey, required under Title VI of the Civil Rights Act of 1964, dua October 15, 1968). If a date other than March 31, 1969 or a time period other than that requested is used, please indicate which date or time period is used in the space provided or in the left hand margin next to the question.*

*C. Use additional pages where necessary.*

*D.* **Instructions for determining ethnic and racial groupings:** *Wherever ethnic and racial data is requested, it is suggested that visual means be used to make such identification. Individuals should not be questioned or singled out in any way about their racial or ethnic lineage. For purposes of this questionnaire, please use the following classifications:*

| | | |
|---|---|---|
| i. | **SPANISH SURNAMED AMERICAN:** | *Persons considered in school or community to be of Mexican, Central American, Cuban, Puerto Rican, Latin American or Spanish-speaking origin. This group is often referred to as Mexican, Spanish American, or Latin American; local usage varies greatly. For the purposes in this questionnaire the terms "Mexican American" and "Spanish Surnamed American" are used interchangeably.* |
| ii. | **NEGRO:** | *Persons considered in school or community to be of Negroid or black African origin.* |
| iii. | **ANGLO:** | *White persons not usually considered in school or community to be members of any of the above ethnic or racial categories.* |
| iv. | **OTHER:** | *Persons considered "non-Anglo" and who are not classifiable as Spanish Surnamed American or Negro. Include as "Other" such persons as Orientals or American Indians.* |

*E. If a question is not applicable, if information is not available, or if you must estimate, please use the common, standard abbreviations printed on the bottom of each page.*

*F. After completing all items in this questionnaire, please return the questionnaire in accordance with your superintendent's instructions.*

**SCHOOL NAME** ____________________

**MAILING ADDRESS** ____________________
*Street Address or P.O. Box No.*
____________________
*Town* *County* *State* *Zip Code*

**TELEPHONE NUMBER** ____________________
*Area Code* *Number*

**NAME OF SCHOOL DISTRICT** ____________________

**NAME OF PRINCIPAL** ____________________

**SIGNATURE** ____________________ **DATE** ____________________

**NAME AND TITLE OF PERSON RESPONSIBLE FOR FILLING OUT QUESTIONNAIRE IF OTHER THAN THE PRINCIPAL** ____________________

**SIGNATURE** ____________________ **DATE** ____________________

**LEGEND:** *Unknown—UNK.; Estimate—EST.; Not Applicable—NA.; Not Available—?; None—0*

Budget Bureau No. 115-S69001; Approval Expires February 28, 1970.

# MEXICAN AMERICAN EDUCATION STUDY

## School Principal Information Form

1. **If this school has received ESEA, Title I funds during the current (1968-1969) school year, check here.** ☐

2. **Is this school:** *(Check no more than one.)*
   - A. ☐ A social adjustment school primarily for children who have disciplinary problems?
   - B. ☐ Primarily for the physically handicapped?
   - C. ☐ Primarily for the mentally retarded?
   - D. ☐ Primarily for the emotionally disturbed?
   - E. ☐ *(California only).* A continuation school?
   - F. ☐ Organized primarily as some combination of A, B, C, D, or E? *(Specify.)* ______________________________

   *If you checked any of the above (A, B, C, D, E, or F in question 2), do not answer any further questions, return this questionnaire in accordance with your superintendent's instructions.*

3. **What was the average daily attendance for this school in the month of October 1968 or, if not available for that month, for the time period nearest to or including October 1968?** *(Round answer to nearest whole number.)* ____________________

   **Time period if not October 1968** ______________________________

   *Question 3 instructions: Average Daily Attendance is the aggregate of the attendance for each of the days during the stated reporting period divided by the number of days school was actually in session during that period. Only days on which pupils are under the guidance and direction of teachers should be considered as days in session.*

4. **Which best describes the locality (incorporated or unincorporated) of this school?** *(Check one only.)*
   - A. ☐ Under 5,000 inhabitants
   - B. ☐ 5,000 to 49,999 inhabitants
   - C. ☐ 50,000 to 250,000 inhabitants
   - D. ☐ Over 250,000 inhabitants

5. **Which best describes the attendance area of this school (the area from which the majority of pupils come)?** *(Check one only.)*
   - A. ☐ A rural area
   - B. ☐ A suburb
   - C. ☐ A town or a city

6. **How many square feet of outdoor play area (including athletic area) does this school have?** *(Round answer to the nearest thousand square feet.)* ____________________

7. **Is (are) any grade(s) in this school (excluding kindergarten) on double sessions?** **Yes** ☐ *1* **No** ☐ *2*

**LEGEND:** *Unknown—UNK.; Estimate—EST.; Not Applicable—NA.; Not Available—?; None—0*

8. *List full-time staff by ethnic group and professional background as of March 31, 1969 unless data are unavailable for that date. In that case follow General Instructions, item B, page 2.*

**Reporting date if not March 31, 1969**________________

*DO NOT assign any individual to more than one horizontal row; assign each in accordance with his major activity. Assign individuals to as many columns as are applicable.*

*NOTE: Columns (ii) through (v) should total column (i).*

| | Ethnic Group | | | | | Education | | | Experience | |
|---|---|---|---|---|---|---|---|---|---|---|
| | (i) | (ii) | (iii) | (iv) | (v) | (vi) | (vii) | (viii) | (ix) | (x) |
| | Total Number | Number Spanish Surnamed American | Number Negro | Number Anglo | Number Other | Number with Bachelor's degree only | Number with Master's but not Doctor's degree | Number with Doctor's degree | Number with under five years experience as an educator | Number with more than fifteen years experience as an educator |
| **A. Full-time professional nonteaching staff:** | | | | | | | | | | |
| (1) Principal | | | | | | | | | | |
| (2) Vice (assistant) principals | | | | | | | | | | |
| (3) Counselors | | | | | | | | | | |
| (4) Librarians | | | | | | | | | | |
| (5) Other full-time professional nonteaching staff | | | | | | | | | | |
| **B. Full-time professional instructional staff (teachers)** | | | | | | | | | | |
| **C. Secretaries, stenographers, bookkeepers and other clerical staff** | | | | | | | | | | |
| **D. Custodians, gardeners, and other maintenance staff** | | | | | | | | | | |
| **E. Full-time teacher aids (in classrooms)** | | | | | | | | | | |

| **9. How many people are employed part-time in the following capacities in this school?** | (i) | (ii) |
|---|---|---|
| | **Number of people** | **Full-time equivalence** |
| A. Professional nonteaching staff | | |
| B. Professional instructional staff (teachers) | | |

*Question 9 instructions: Full-time equivalence is the amount of employed time required in a part-time position expressed in proportion to that required in a full-time position, with "1" representing one full-time position. (Round F.T.E. answers to the nearest whole number.)*

10. **What is the principal's annual salary?** *(Round answer to the nearest hundred dollars.)* $______________.

11. **For how many years has the present principal been principal of this school?**________________

12. **Indicate for approximately how many months the principal is regularly at work in the school plant.** *(Check the alternative which is most accurate.)*

A. ☐ Eleven months or more, full-time
B. ☐ Ten months, full-time
C. ☐ Nine months, full-time
D. ☐ Eight months or fewer, full-time
E. ☐ Part-time *(Explain.)*________________________

**13. What number of the full-time professional instructional staff (teachers) in this school earn the following salaries?** *Do not include extra pay assignments.)*

A. Less than $4,000 for school year ________________
B. $4,000 to $5,999 for school year ________________
C. $6,000 to $7,999 for school year ________________
D. $8,000 to $9,999 for school year ________________
E. $10,000 to $11,999 for school year ________________
F. $12,000 or above for school year ________________

*Question 13 instructions: The total of lines A through F should equal the number of full-time teachers in this school. (See question 8, line B, column (i).*

14. *Give the number of pupils in membership in the following classes and grades as of March 31, 1969 by ethnic group. If data are unavailable for this date, refer to General Instructions, item B, page 2. Do not include kindergarten, prekindergarten or Head Start as the lowest grade. Start with grade 1.*

**Reporting date if not March 31, 1969** ________________

| | (i) | (ii) | (iii) | (iv) | (v) |
|---|---|---|---|---|---|
| | Total Number | Number Spanish Surnamed American | Number Negro | Number Anglo | Number Other |
| A. **Lowest grade in this school** *(specify.      )* | | | | | |
| B. **Highest grade in this school** *(specify.      )* | | | | | |
| C. **Classes for the mentally retarded** | | | | | |

15. *If this school housed grade 12, in the 1967-1968 school year, answer A, B, C, and D of this question. Otherwise, proceed to question 16.*

| | (i) | (ii) | (iii) | (iv) |
|---|---|---|---|---|
| | Number Spanish Surnamed American | Number Negro | Number Anglo | Number Other |
| A. **How many pupils were graduated from this school from July 1, 1967 to June 30, 1968?** | | | | |
| B. **Of "A" above, how many entered a two or four year college by March 31, 1969?** | | | | |
| C. **Of "A" above, how many entered some post high school educational program other than a two or four year college by March 31, 1969?** *(For example, beauty school, vocational school, or business school. Do not include military service.)* | | | | |
| D. **Of "A" above, how many entered military service prior to March 31, 1969?** | | | | |

16 *For facilities listed below, give the information requested in columns (i) through (v). Do not include any given facility on more than one horizontal line. Count facilities only by their most frequent designation. (e.g., a room which is used predominantly as a science laboratory should not be counted as a classroom.)*

| | (i) | (ii) | (iii) | (iv) | (v) |
|---|---|---|---|---|---|
| | Total Number | Total pupil capacity (legal capacity)* | Number in need of replacement | Number adequately equipped for your program | Year the greatest number were built or acquired |
| **A. Cafetoriums (multi-purpose rooms designed for use as a combination cafeteria, auditorium and/or gymnasium)** | | | | | |
| **B. Cafeterias** | | | | | |
| **C. Auditoriums** | | | | | |
| **D. Gymnasiums** | | | | | |
| **E. Central libraries** | | | | | |
| **F. Nurses offices (infirmaries)**** | | | | | |
| **G. Electronic language laboratories** | | | | | |
| **H. Science laboratories** | | | | | |
| **I. Shop rooms** | | | | | |
| **J. Domestic science rooms** | | | | | |
| **K. Portable classrooms** *(Do not include any rooms counted in A through J.)* | | | | | |
| **L. Regular classrooms** *(Do not include any rooms counted in A through K.)* | | | | | |
| **M. Swimming pools** | | | | | |
| **N. Books in library** *(Round answer to nearest hundred. Do not count periodicals.)* | | | | | |

**(ii) If legal capacity is not known, report the number of pupils who can be seated or can comfortably use facility.*

*** Pupil capacity means number of beds.*

17 *Answer "Yes" or "No" to line A for each column. If you answer "Yes" to "A" for any column, please complete the questions in the rest of that column.*

| | (i) | (ii) | (iii) | (iv) | (v) |
|---|---|---|---|---|---|
| | English as a second language for the Spanish-speaking (instruction in English for those who know little or no English) | Bilingual education (instruction in both Spanish and English so that the mother tongue is strengthened concurrent with the pupil learning a second language) | Mexican American, Spanish American or Hispanic history or culture | Mexican and/or Spanish history and culture | Remedial reading |
| **A. Does this school offer this subject or course?** | | | | | |
| **B. For how many years has this subject or course been taught at this school?** | | | | | |
| **C. How many pupils are taking this subject or are enrolled in this course this year?** *(Include pupils of all ethnic backgrounds.)* | | | | | |
| **D. How many Spanish Surnamed pupils are taking this subject or are enrolled in this course this year?** | | | | | |
| **E. How many clock hours a week does this subject or course meet, per pupil, in the following grades: Kindergarten and/or Prekindergarten?** | | | | | |
| **1st grade?** | | | | | |
| **2nd grade?** | | | | | |
| **3rd grade?** | | | | | |
| **4th grade?** | | | | | |
| **5th grade?** | | | | | |

**LEGEND:** *Unknown—UNK.; Estimate—EST.; Not Applicable—NA.; Not Available—?; None—0*

17. (continued)

| | (i) English as a second language for the Spanish-speaking (instruction in English for those who know little or no English) | (ii) Bilingual education (instruction in both Spanish and English so that the mother tongue is strengthened concurrent with the pupil learning a second language) | (iii) Mexican American, Spanish American or Hispanic history or culture | (iv) Mexican and/or Spanish history and culture | (v) Remedial reading |
|---|---|---|---|---|---|
| 6th grade? | | | | | |
| 7th grade? | | | | | |
| 8th grade? | | | | | |
| 9th grade? | | | | | |
| 10th grade? | | | | | |
| 11th grade? | | | | | |
| 12th grade? | | | | | |
| F. How many of the teachers who teach this subject or or course have had two or more courses (6 semester hours or more) in applicable subject matter? | | | | | |
| G. How many teachers teach this subject or course? | | | | | |

18. *(Elementary schools only)* As of March 31, 1969 by ethnic group, how many pupils were:

| | (i) Number Spanish Surnamed American | (ii) Number Negro | (iii) Number Anglo | (iv) Number Other |
|---|---|---|---|---|
| A. Repeating the first grade this year? | | | | |
| B. In the first grade, but two years or more overage for the first grade? | | | | |

19. Does this school discourage Mexican American pupils from speaking Spanish:

A. On the school grounds? Yes ☐1 No ☐2
B. In the classroom (except Spanish class or Spanish Club)? Yes ☐1 No ☐2

20. If you checked "Yes" to A or B above (question 19) in what way does this school discourage the speaking of Spanish? *(Check all which apply.)*

A. ☐ Requiring staff to correct those who speak Spanish
B. ☐ Suggesting that staff correct those who speak Spanish
C. ☐ Encouraging other pupils to correct those who speak Spanish
D. ☐ Providing pupil monitors to correct those who speak Spanish
E. ☐ Disciplining persistent speakers of Spanish
F. ☐ Utilizing other methods *(Specify.)* ____________

21. Is there currently a written policy for this school regarding the use of Spanish?
Yes ☐1 No ☐2 *If yes, please attach a copy of that policy and give us the date it became effective.* ____________

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LEGEND: *Unknown*—UNK.; *Estimate*—EST.; *Not Applicable*—NA.; *Not Available*—?; *None*—0

22. If you checked "No" to A or B in question 19, does this school encourage the speaking of Spanish (outside Spanish class or Spanish club)? Yes ☐1 No ☐2

23. Does this school provide for: *(Check all which apply.)*

- A. ☐ School wide celebration of 16 de Septiembre?
- B. ☐ Classroom celebration of 16 de Septiembre?
- C. ☐ A unit or more on Mexican cooking in home economics classes?
- D. ☐ Special units on Mexican American, Spanish American or Hispanic history in social studies programs?
- E. ☐ Special assemblies dealing with Mexican or Spanish culture?
- F. ☐ Other activities relative to Mexican Americans? *(Specify.)* ____

24. The following is a list of possible reasons for suspension:

- A. Violation of dress code or grooming code
- B. Use of foul language
- C. Disrespect for teachers
- D. Destruction of school property
- E. Truancy
- F. Speaking Spanish
- G. Smoking
- H. Drug use
- I. Tardiness
- J. Consumption of alcohol
- K. Fighting
- L. Other *(Specify.)* ____

*For each ethnic group, list the letters of the five most common reasons for suspension in order of their importance.*

| Spanish Surnamed American | Negro | Anglo | Other |
|---|---|---|---|
| 1. | 1. | 1. | 1. |
| 2. | 2. | 2. | 2. |
| 3. | 3. | 3. | 3. |
| 4. | 4. | 4. | 4. |
| 5. | 5. | 5. | 5. |

25. *(Elementary schools only)* In this school, what number of Spanish Surnamed first graders speak English as well as the average Anglo first grader? ____

26. *(Secondary schools only)* List the number of pupils in the following offices and activities by ethnic group as of March 31, 1969, unless otherwise specified.

| | (i) Number Spanish Surnamed American | (ii) Number Negro | (iii) Number Anglo | (iv) Number Other |
|---|---|---|---|---|
| A. President of student body (highest elected or appointed student office) | | | | |
| B. Vice-president of student body (second highest elected or appointed student office) | | | | |
| C. Presidents of freshman, sophomore, junior, and senior classes | | | | |
| D. Editorial staff of school paper | | | | |
| E. Homecoming queen (or football queen), 1968. | | | | |
| F. Homecoming queen's (or football queen's) court, 1968 | | | | |
| G. Cheer leaders (or song leaders) | | | | |

27. At which of the following times does this school normally hold PTA meetings? *(Check one only.)*

A. ☐ Morning B. ☐ Afternoon C. ☐ Evening

LEGEND: *Unknown*—UNK.; *Estimate*—EST.; *Not Applicable*—NA.; *Not Available*—?; *None*—0

28. **How often does the PTA meet?** *(Check the one which most accurately applies.)*

A. ☐ Weekly B. ☐ Monthly C. ☐ Quarterly D. ☐ Annually

㉙. **How many Spanish Surnamed adults attended the last regular PTA meeting (not a special program)?**__________

30. **How many adults (include all ethnic groups) attended the last regular PTA meeting (not a special program)?**__________

㉛. **In what language are notices to parents written?** *(Check one only.)*

A. ☐ English
B. ☐ Spanish
C. ☐ English and Spanish
D. ☐ Other *(Explain.)*__________

㉜. **In what language are PTA meetings of this school conducted?** *(Check one only.)*

A. ☐ English
B. ☐ Spanish
C. ☐ English and Spanish
D. ☐ Other *(Explain.)*__________

㉝ **Which one of the following best describes the practice for assigning pupils to this school?** *(Check one only.)*

A. ☐ Pupils residing in this attendance area attend this school with no or few transfers allowed.
B. ☐ Pupils residing in this attendance area generally attend this school but transfers are frequently allowed.
C. ☐ Pupils are assigned to this school on the basis of intelligence, achievement, or their program of study.
D. ☐ Any pupil residing in this school district may attend this school.
E. ☐ Some other practice is followed. *(Describe briefly.)*__________

㉞ **What percent of the Spanish Surnamed pupils in this school come from families with a total annual income of:** *(Estimate.)*

A. Below $3,000?__________% B. Over $10,000?__________%

㉟ **What percent of the Anglo pupils in this school come from families with a total annual income of:** *(Estimate.)*

A. Below $3,000?__________% B. Over $10,000?__________%

㊱ **What percent of the Negro pupils in this school come from families with a total annual income of:** *(Estimate.)*

A. Below $3,000?__________% B. Over $10,000?__________%

㊲ **What percent of the Other pupils in this school come from families with a total annual income of:** *(Estimate.)*

A. Below $3,000?__________% B. Over $10,000?__________%

㊳ **What percent of the Spanish Surnamed pupils in this school come from families in which the highest educational attainment level of the head of the household is:** *(Estimate.)*

A. 0 to 5 years?__________%
B. 6 to 8 years?__________%
C. Some high school?__________%
D. High school graduate?__________%
E. Some college?__________%
F. College graduate?__________%
G. Total 100 %

**LEGEND:** ***Unknown—UNK.; Estimate—EST.; Not Applicable—NA.; Not Available—?; None—0***

39. **What percent of the Anglo pupils in this school come from families in which the highest educational attainment level of the head of the household is:** *(Estimate.)*

A. 0 to 5 years? ____________ %
B. 6 to 8 years? ____________ %
C. Some high school? ____________ %
D. High school graduate? ____________ %
E. Some college? ____________ %
F. College graduate? ____________ %
G. Total ______100______ %

40. **What percent of the Negro pupils in this school come from families in which the highest educational attainment level of the head of the household is:** *(Estimate.)*

A. 0 to 5 years? ____________ %
B. 6 to 8 years? ____________ %
C. Some high school? ____________ %
D. High school graduate? ____________ %
E. Some college? ____________ %
F. College graduate? ____________ %
G. Total ______100______ %

41. **What percent of the Other pupils in this school come from families in which the highest educational attainment level of the head of the household is:** *(Estimate.)*

A. 0 to 5 years? ____________ %
B. 6 to 8 years? ____________ %
C. Some high school? ____________ %
D. High school graduate? ____________ %
E. Some college? ____________ %
F. College graduate? ____________ %
G. Total ______100______ %

42. **Does this school practice grouping or tracking?** Yes ☐1 No ☐2

43. **If you answered "Yes" to question 42, for how many years has this school practiced grouping or tracking?** ____________

44. **If you answered "Yes" to question 42, at what grade level does this school start grouping or tracking?** ____________

45. *Rate each of the following criteria for grouping, tracking, or promotion according to its importance in this school.*

| | (i) | (ii) | (iii) | (iv) |
|---|---|---|---|---|
| | Very important | Important | Of little importance | Of no importance |
| **A. Scores on standardized achievement tests** | | | | |
| **B. IQ test results** | | | | |
| **C. Reading grade levels** | | | | |
| **D. Student scholastic performances (grades)** | | | | |
| **E. Emotional and physical maturity** | | | | |
| **F. Student interests and study habits** | | | | |
| **G. Parental preferences** | | | | |
| **H. Student preferences** | | | | |
| **I. Teacher referrals** | | | | |
| **J. Other** *(Specify.)* ____________ | | | | |

*Questions 46 thru 48 instructions:* **Complete the following questions for grades 4, 8 and/or 12.** *If none of these grades are housed, complete these questions for your highest grade and in the space available indicate the grade for which data are supplied.*

**LEGEND:** *Unknown*–**UNK.**; *Estimate*–**EST.**; *Not Applicable*–**NA.**; *Not Available*–**?**; *None*–**0**

| [illegible] *As of March 31, 1969, by ethnic group, how many pupils in this grade were:* | Grade 4 or specify | | | | Grade 8 | | | | Grade 12 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | (i) | (ii) | (iii) | (iv) | (i) | (ii) | (iii) | (iv) | (i) | (ii) | (iii) | (iv) |
| | Number Spanish Surnamed American | Number Negro | Number Anglo | Number Other | Number Spanish Surnamed American | Number Negro | Number Anglo | Number Other | Number Spanish Surnamed American | Number Negro | Number Anglo | Number Other |
| A. Reading more than three years below grade level? | | | | | | | | | | | | |
| B. Reading more than two but not more than three years below grade level? | | | | | | | | | | | | |
| C. Reading more than six months but not more than two years below grade level? | | | | | | | | | | | | |
| D. Reading not more than six months below but not more than six months above grade level? | | | | | | | | | | | | |
| E. Reading more than six months but not more than two years above grade level? | | | | | | | | | | | | |
| F. Reading more than two years above grade level? | | | | | | | | | | | | |
| G. Total number of pupils in this grade, *(the sum of lines A through F should equal the total number of pupils in this grade by ethnic group.)* | | | | | | | | | | | | |
| H. Two years or more overage for this grade? | | | | | | | | | | | | |
| I. Classified as having an IQ below 70? | | | | | | | | | | | | |
| J. *(Secondary schools only)* Repeating one or more subjects this year? | | | | | | | | | | | | |
| K. *(Elementary schools only)* Repeating the grade this year? | | | | | | | | | | | | |
| L. Transferred to juvenile authorities this school year (prior to March 31, 1969) for causes related to the pupil's behavior? | | | | | | | | | | | | |
| M. Suspended two or more times this school year (prior to March 31, 1969)? | | | | | | | | | | | | |
| N. *(Secondary schools only)* Enrolled primarily in classes designed to prepare them for higher education? | | | | | | | | | | | | |

**LEGEND:** *Unknown—UNK.; Estimate—EST.; Not Applicable—NA.; Not Available —?; None—0*

| 46. (continued) | Grade 4 or specify | | | | Grade 8 | | | | Grade 12 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | (i) | (ii) | (iii) | (iv) | (i) | (ii) | (iii) | (iv) | (i) | (ii) | (iii) | (iv) |
| *As of March 31, 1969, by ethnic group, how many pupils in this grade were:* | Number Spanish Surnamed American | Number Negro | Number Anglo | Number Other | Number Spanish Surnamed American | Number Negro | Number Anglo | Number Other | Number Spanish Surnamed American | Number Negro | Number Anglo | Number Other |
| O. *(Secondary schools only)* **Enrolled primarily in classes designed to prepare them for immediate employment or for entrance into technical, vocational, or occupational schools?** | | | | | | | | | | | | |
| P. *(Secondary schools only)* **Enrolled primarily in classes not designed for preparation of the activities mentioned in N or O above?** | | | | | | | | | | | | |
| Q. *(Secondary schools only)* **Total of lines N, O, and P; the sum of lines N, O, and P should equal the total pupil membership in this grade by ethnic group.** | | | | | | | | | | | | |
| R. **In average daily attendance during March 1969?** *(See question 3 for definition of ADA.)* | | | | | | | | | | | | |
| S. **Enrolled in highest ability level of English class?** | | | | | | | | | | | | |
| T. **Enrolled in lowest ability level of English class (excluding mentally retarded classes)?** | | | | | | | | | | | | |
| | | | | | | | | | | | | |

**LEGEND:** *Unknown*—**UNK.**; *Estimate*—**EST.**; *Not Applicable*—**NA.**; *Not Available*—**?**; *None*—**0**.

| | Grade 4 or specify | Grade 8 | Grade 12 |
|---|---|---|---|
| 47 Does this school group or track students according to ability or achievement in this grade? | A. ☐ Yes, for all students<br>B. ☐ Yes, for highest achieving students only<br>C. ☐ Yes, for lowest achieving students only<br>D. ☐ Yes, for highest and lowest achieving students only<br>E. ☐ Yes, some plan other than the above is followed. *(Specify.)* ____<br>F. ☐ No | A. ☐ Yes, for all students<br>B. ☐ Yes, for highest achieving students only<br>C. ☐ Yes, for lowest achieving students only<br>D. ☐ Yes, for highest and lowest achieving students only<br>E. ☐ Yes, some plan other than the above is followed. *(Specify.)* ____<br>F. ☐ No | A. ☐ Yes, for all students<br>B. ☐ Yes, for highest achieving students only<br>C. ☐ Yes, for lowest achieving students only<br>D. ☐ Yes, for highest and lowest achieving students only<br>E. ☐ Yes, some plan other than the above is followed. *(Specify.)* ____<br>F. ☐ No |
| 48 If you checked A, B, C, D or E above (question 47) on any grade, check which of the following best describes the system of grouping in that grade. | A. ☐ Pupils are placed in a particular group and attend all classes within this group.<br>B. ☐ Pupils may be in different groups for different subjects depending on their ability in that subject. | A. ☐ Pupils are placed in a particular group and attend all classes within this group.<br>B. ☐ Pupils may be in different groups for different subjects depending on their ability in that subject. | A. ☐ Pupils are placed in a particular group and attend all classes within this group.<br>B. ☐ Pupils may be in different groups for different subjects depending on their ability in that subject. |

**49.** *Use the following space and additional pages, if necessary, to give us further comments relative to this questionnaire.*

**LEGEND:** ***Unknown*–UNK.; *Estimate*–EST.; *Not Applicable*–NA.; *Not Available*–?; *None*–0**

## APPENDIX C

### Methodology Used to Estimate School Holding Power

### I. ELEMENTARY AND SECONDARY SCHOOLS

The basic information used in estimating holding power rates for elementary and secondary schools in the Southwest was the enrollment data supplied by district superintendents on the number of students of each ethnic group enrolled in grades 4, 8, and 12 in spring 1969. This type of static data are sometimes used alone to obtain a crude measure of holding power by comparing enrollments in lower and higher grades. However, such a measure does not take into account differences in population size from one age group to another and transfers in and out of the public school system.

To take account of these factors so as to obtain more reliable estimates of holding power, the following adjustments were made in the static enrollment data for each ethnic group in each of the five Southwestern States and in the Southwest as a whole:

#### 1. Subtraction of Private School Transfer Students from the 8th and 12th grade enrollment.

A large number of students transfer between public and private schools in the elementary and secondary school years. Based on enrollment statistics, these appear to be predominantly in one direction, from private to public schools, and occurring largely between grades 6 and grade 9.

Table 1 illustrates the yearly change in the size of the nationwide class which entered school in the fall of 1957 and graduated from high school in the spring of 1969.

As can be noted from this table, there is a yearly decline in enrollment every year with the only two exceptions being between grades 6 and 7 and between grades 8 and 9 when the enrollment increases rather than decreases. Although there is a decrease between grades 7 and 8, it is very slight in comparison to that of other years.[1] Because most nonpublic elementary schools terminate at grades 6 or 8, the most likely explanation for these increases in public school enrollment is the influx of private school transfers during these years.

**Table 1. Yearly Enrollment In Full-Time Public Elementary And Secondary Schools, United States: Class Beginning 1st Grade in Fall 1957**

| Year (Fall) | Grade | Enrollment (in thousands) |
|---|---|---|
| 1957 | 1 | 3,587 |
| 1958 | 2 | 3,346 |
| 1959 | 3 | 3,302 |
| 1960 | 4 | 3,278 |
| 1961 | 5 | 3,218 |
| 1962 | 6 | 3,190 |
| 1963 | 7 | 3,241 |
| 1964 | 8 | 3,212 |
| 1965 | 9 | 3,307 |
| 1966 | 10 | 3,173 |
| 1967 | 11 | 2,991 |
| 1968 | 12 | 2,761 |

Source: *Digest of Educational Statistics* 1969: National Center for Educational Statistics, U.S. Dept. of Health, Education, and Welfare. Table 26.

If students in public schools in grades 8 and 12 who were not in public schools in grade 4 were included in the calculations it would appear that more students had remained in school between those years than was actually the case. Thus, the estimates of holding power would be raised. Therefore, it was necessary to estimate the proportion of 8th and 12th grade students who had transferred into public schools since grade 4 and to subtract these from the enrollment in the higher grade.

It was possible to estimate roughly the proportion of students in grades 8 and 12 who are transfers by comparing public school and nonpublic school enrollment by grade for the corresponding years. (Table 2).[2] When the decline in enrollment between grades 4, 8, and 12 in the public schools is compared with that in the private schools some significant differences in the rate of decline are found which can be generally attributed to students transferring between the private and public schools. Using the data in Table 2, it was possible to calculate mathematically the percent of public school 8th and 12th graders who had probably been in private schools in grade 4.[3] The resulting rates were 0.95 percent of the 8th grade enrollment and 3.17 percent of the 12th grade enrollment.[4] These rates were then applied to the Commission's enrollment numbers and the estimates of transfers subtracted from the total number enrolled in these grades.[5]

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[1] This same pattern occurs when any other class for which data are available is followed year by year. (See Source of data appearing in Table 1.)

### 2. Calculation of Enrollment Differential Rates For Grades 8 and 12

The enrollment differential rates represent the ratio of 8th and 12th graders to 4th graders without the pupils who transferred from private schools. These rates were obtained by dividing the number of students in the 8th grade and the number of students in the 12th grade (as resulting from step #1) by the number in the 4th grade.

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[2] Statistics used in Table 2 were for the five Southwestern States for school year 1965–66. It is important to note that the data in Table 2 represent enrollment in these grades at one point in time whereas the data in Table 1 represent yearly enrollment by grade for the same class followed through a 12-year period.

[3] For the step by step calculations see Part A of the supplement to this Appendix.

[4] The process used to make these estimates also took into account public school students who had transferred to private schools so that these percents actually represent the percentage of students who had transferred from private schools after subtracting the transfers in the opposite direction.

[5] Since it was possible only to estimate the private school transfer rates for grades 8 and 12 for all persons in the Southwest, these same rates were applied to all ethnic groups in each State, even though there may be slight variations among them.

**Table 2. Enrollment By Grade in Public and Non-Public Schools—1965–66**
**Five Southwestern States: Arizona, California, Colorado, New Mexico, Texas**

| | Public Schools | | Non-Public Schools | | Total all Schools | |
|---|---|---|---|---|---|---|
| Grade | Enrollment | Decline From Previous Year | Enrollment | Decline From Previous Year | Enrollment | Decline From Previous Year |
| K | 441,661 | | 29,748 | | 471,409 | |
| 1 | 748,822 | | 78,463 | | 827,285 | |
| 2 | 690,008 | | 73,104 | | 763,112 | |
| 3 | 681,692 | | 71,219 | | 752,911 | |
| 4 | 661,509 | | 68,418 | | 729,927 | |
| 5 | 639,095 | 22,414 | 65,359 | 3,059 | 704,454 | 25,473 |
| 6 | 632,179 | 6,916 | 63,079 | 2,280 | 695,258 | 9,196 |
| 7 | 624,960 | 7,219 | 59,010 | 4,069 | 683,970 | 11,288 |
| 8 | 597,232 | 27,728 | 55,427 | 3,583 | 652,659 | 31,311 |
| 9 | 584,869 | 12,363 | 40,837 | 14,590 | 625,706 | 26,953 |
| 10 | 546,554 | 38,315 | 35,859 | 4,978 | 582,413 | 43,293 |
| 11 | 499,781 | 46,773 | 32,148 | 3,711 | 531,929 | 50,484 |
| 12 | 443,719 | 56,062 | 30,367 | 1,781 | 474,086 | 57,843 |

Sources: *Statistics of Non-Public Elementary and Secondary Schools*—1965–66, U.S. Department of Health, Education, and Welfare, Office of Education Table 6 and *Statistics of State School Systems, 1965–66*, U.S. Department of Health, Education, and Welfare, Office of Education. FS 5.220:20020–66

These rates were developed for each ethnic group in each of the five States and in the Southwest as a whole.

### 3. Adjustment of the Enrollment Differential Rates for the Effect of Population Growth on Enrollment

While some of the decline in enrollment from 4th to 8th to 12th grades may be due to students dropping out of school, some of it may be due to the fact that there are more persons of the age corresponding to grade 4 than there are of the ages corresponding to the higher grades.

According to 1960 census data for persons under 25 in the Southwest, there are fewer persons in each age group as age increases. As Figure 1 illustrates, this is true for the total Southwest population as well as for each ethnic group. However, the rate of decline is different for each ethnic group.[6] As Figure 1 shows, the number of persons in each successive age group declines faster for the minority populations than for the Anglo population.

Because these age population distributions do affect enrollment, it was necessary to make an allowance for them when estimating holding power based on the students enrolled in school. Enrollment differential rates represent the ratio of students in one grade to students in another. If the ratio of the students who should be in one grade to students who should be in another grade were known, then it would be possible to estimate the students who have left school based on the difference between these two ratios. This is the process which was followed. First the needed ratios were calculated and, secondly, holding power was estimated from the variation between the two ratios.

#### a. CALCULATION OF AGE DIFFERENTIAL RATES

Using 1960 census data it was possible to calculate, for each ethnic group, ratios for the number of persons who should be in grade 12 and in grade 8 to those who should be in grade 4. This was done by assuming that the number of persons of the age corresponding to a grade represents the total possible student population of that grade. The number of persons of ages 17.5, 13.5, and 9.5 were assumed to be the number of persons who should be in grades 12, 8, and 4 respectively.[7]

ENGLISH
900

The ratios, called age differential rates, were calculated through a three-step process: (1) substitution of the median age for each 5-year age group of the census data to estimate the ratio of persons of one specific age to those of another; (2) addition of 9 years to each specific age to make these ratios applicable to the same persons 9 years later in 1969; and (3) interpolation and extrapolation to determine the ratios for the specific ages needed, in this case 17.5, 13.5, and 9.5.[8]

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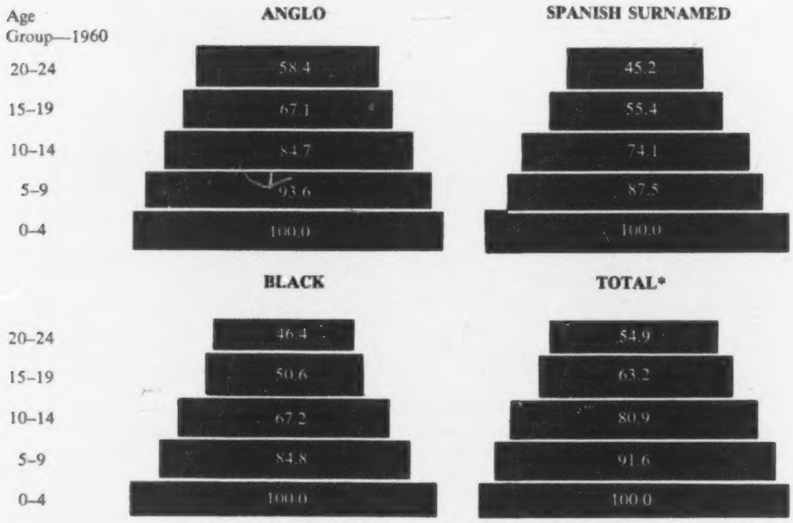
[6] These differences can be attributed to such factors as higher birth rate and higher death rates among the minorities.

[7] Although a small proportion of students are enrolled in a grade other than that corresponding to their age, this factor is not likely to affect our estimates significantly. The reason for this is that although some of the persons included in the population which should be in a particular grade are actually in a lower grade, the enrollment in the grades being studied is also increased by persons who are older and should be in a higher grade. The assumption here is that for any given grade the number of persons overage approximates the number of students held back from that grade.

[8] Interpolation and extrapolation were done by graphing in linear form the actual values for the number of persons of each age group in the 1960 census data. Extrapolation was necessary only to obtain the needed value for persons in the youngest age group. For this purpose the line graph was extended 2 years, or two-fifths of the distance for one age group.

## PERSONS IN EACH AGE GROUP AS A PERCENT OF PERSONS 0-4 FIVE SOUTHWESTERN STATES—1960



**Number of Persons In Each Age Group**

| Age | Anglo | Spanish Surnamed | Black | Total* |
|---|---|---|---|---|
| 0–4 | 2,470,112 | 554,185 | 315,057 | 3,420,949 |
| 5–9 | 2,312,264 | 484,683 | 267,198 | 3,132,928 |
| 10–14 | 2,091,063 | 410,761 | 211,654 | 2,767,808 |
| 15–19 | 1,657,135 | 306,979 | 159,533 | 2,162,642 |
| 20–24 | 1,441,646 | 250,279 | 146,287 | 1,879,276 |

* Total includes persons categorized as Indian and "Other" in addition to the three groups shown here.

Source: U.S. Bureau of the Census. *Population Characteristic of Selected Ethnic Groups in the Five Southwestern States.* 1960 Census of Population Supplementary Report. PC (S1) 55. Table 2.

As an example of the application of steps one and two, above, the table below illustrates the values for the Spanish surnamed population. This was followed by step 3, to obtain the ratios for ages 17.5 and 13.5 to age 9.5.

**Example—Table 3.**

**Spanish Surnamed**

| Number of Persons As Percent of Persons 0–4 1960 | Age Group 1960 | Median Age 1960 | Median Age 1969 |
|---|---|---|---|
| 100.00 | 0–4 | 2.5 | 11.5 |
| 87.46 | 5–9 | 7.5 | 16.5 |
| 74.12 | 10–14 | 12.5 | 21.6 |

This three-step process resulted in the following age differential rates: In 1969 for the Spanish Surnamed population persons of age 13.5 were 91.33 percent of persons of age 9.5 and persons of age 17.5 were 81.97 percent of persons of age 9.5. The same steps were used to calculate the age differential rates for each ethnic group. (Table 4). The age differential rate for the "other" population was obtained only for the State of New Mexico, where approximately 97 percent of this group is Indian.

**Table 4. Persons Aged 13.5 and 17.5 as a Percent of Persons Aged 9.5 (Age Differential Rates) by Ethnic Group-Total Southwest**

| | 9.5 (Grade 4) | 13.5 (Grade 8) | 17.5 (Grade 12) |
|---|---|---|---|
| Mexican American | 100.00 | 91.33 | 81.97 |
| Anglo | 100.00 | 95.71 | 90.37 |
| Black | 100.00 | 88.62 | 76.34 |
| Other-New Mexico only (Indian) | 100.00 | 92.38 | 82.85 |
| Total | 100.00 | 94.14 | 87.32 |

### b. CALCULATION OF HOLDING POWER FROM ENROLLMENT DIFFERENTIAL RATES AND AGE DIFFERENTIAL RATES.

We now have two sets of ratios, the ratio of students in a higher grade to students in a lower grade (enrollment differential rates) and the ratio of those who should be in the higher grade to those who should be in the lower grade (age differential rate.) Using these two ratios it is possible to calculate mathematically what percentage of those who should be in a given grade are still there (holding power rates). The formula used for this is as follows:[9]

$$\underset{\text{(grade x)}}{\text{Holding Power Rate}} = \underset{\text{(grade x)}}{\text{Enrollment Differential Rate}} \div \underset{\text{(age corresponding to grade x)}}{\text{Age Differential Rate}}$$

This formula was used to calculate holding power rates between grades 4 and 8 and between grades 4 and 12 for each ethnic group in all five States.

### 4. Estimation of Holding Power Rates from Grade 1 Based on the Holding Power Rates from Grade 4.

Assuming that approximately 1 percent of the students leave school between grades 1 and 4,[10] it is possible to estimate holding power from grade 1 by simply multiplying the holding power rates from grade 4 by 99 percent. This was done for all the holding power rates based on grade 4. This resulted in the final holding power rates for each ethnic group in every State which appear in the Tables in Chapter 1.[11-12]

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[9] See supplement to this appendix, Part B for explanation of the derivation of this formula.

[10] According to Vance Grant, Bureau of Educational Statistics, Office of Education, on the national average approximately 1 percent of students have left school by the end of grade 4.

[11] For an illustration of the step by step calculations for the data on the total Southwest, see supplement to this appendix, Part C.

[12] The migration of persons in and out of the five Southwestern States is another factor which affects the estimates of holding power. According to 1970 census information all of the five Southwestern States with the exception of New Mexico, have had a net population gain resulting from migration since 1960. (See U.S. Department of Commerce press release number CB-71-34, March 3, 1971). The exact data on migration by ethnicity, age, year of migration, and State needed to account for this factor were not available. However, this factor affects both the Age Differential Rates and the Enrollment Differential Rates in the same direction; therefore, the effects of this factor tend to cancel each other out in the calculation process. As a result, the effect of migration on the final holding power estimates will probably be small. In addition, this effect is similar for each ethnic group because the pattern of migration by age does not differ across ethnic groups, although the levels of migration may differ. (See *An Introduction to Decentralization Research* ORNL-HUD-3, by E. S. Lee, J. S. Bresee, K. P. Nelson, and D. A. Patterson). (In press).

## II. HIGHER EDUCATION

### 1. College Going Rates

College going rates for each ethnic group were obtained by multiplying the 12th grade holding power rate by the estimated percent of high school graduates who go on to college, as reported by the principals.[13] The resulting values represent for every ethnic group, the percent of those students who begin first grade who enter college upon completion of high school.

### 2. College Years

The estimates of holding power within the college years were derived through a method different from that used to estimate holding power in grades 1 through 12, although the same principles were applicable.

The base used to estimate college holding power was HEW 1970 statistics on college enrollment by grade and ethnicity for the five Southwestern States.[14]

A comparison of the number of seniors to the number of freshmen revealed that for all of the ethnic groups there were several times more seniors than freshmen. (Table 5, Columns 1 and 3). However, as with the elementary and secondary enrollment, this comparison of static enrollment figures, by itself, is not representative of school holding power because, generally, there were less freshmen in 1967 than in 1970.[15] Nationally, there has been a yearly increase in matriculating college freshmen, partly due to the growth in the population, but also due to the fact that a higher proportion of the population now goes on to college.

In order to estimate the number of students of each ethnic group who were college freshmen in 1967, it was possible to calculate, from national statistics, a ratio of college freshmen in 1967 to college freshmen in 1970.[16] The ratio was then applied to the data on 1970 freshmen enrollment for an estimate of 1967 freshmen enrollment for each ethnic group. (Table 5).

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[13] Principals' Questionnaire, question #15, Appendix B.

[14] Fall 1970 Survey of Institutions of Higher Educa-

**Table 5. College Holding Power Rates as Derived from Freshmen and Senior Enrollment 1970–71, Five Southwestern States**

| | 1 Freshmen Enrollment 1970* | 2 Estimate of Freshmen 1967-1968 (Col. 1 × .68529) | 3 Senior Enrollment 1970* | 4 Estimate of Graduates 1971 (Col. 3 × .95) | 5 Graduates 1971 as Percent of Freshmen '67–'68 : College Holding Power [3] (Col. 4 ÷ Col. 2) |
|---|---|---|---|---|---|
| Spanish Surnamed | 37,917 | 25,984 | 6,575 | 6,246 | 24.0 |
| Anglo | 373,365 | 255,863 | 130,282 | 123,768 | 48.4 |
| Black | 31,295 | 21,446 | 6,482 | 6,158 | 28.7 |
| TOTAL [1] | 459,950 | 315,199 | 149,238 | 141,776 | 45.0 |

[1] The total in this table also includes Orientals and Indians.

[2] This ratio of freshmen 1967 to freshmen 1970 was based on national statistics for first time college enrollees. The same ratio was applied to all three ethnic groups because it was impossible to know the degree to which the ratio would vary for each ethnic group.

[3] Holding Power estimates are for persons who graduate within a 4-year period only.

* Source: Fall 1970 Survey of Institutions of Higher Education, U.S. Dept. of Health, Education, and Welfare, Office for Civil Rights.

** The national average for college holding power within the 4-year period is 50 percent. See *Digest of Educational Statistics, op. cit.*, Figure 2, p. 8.

Since the holding power estimate needed was that from the first semester of the freshmen year through college graduation, it was still necessary to estimate the number from the fall senior enrollment which is expected to graduate the following year. Based on information from several studies it is estimated that approximately 5 percent of those students who begin their senior year fail to graduate at the end of the school year.[17] This 5 percent decline was subtracted from the fall senior enrollment to obtain the estimates for the number of graduates of each ethnic group in 1971. Holding power from the beginning of freshman year to graduation 4 years later could then be calculated by dividing the number of graduates in 1971 by the number of freshmen in 1967. (See Table 5).

In order to obtain the percentage of all those persons who begin school and finally complete college, it was necessary to multiply the college entry rates (percentage of 1st graders who enter college) by the college holding power rate for each ethnic group. This was done only for the Southwest as a whole. The resulting college graduation rates appear below, together with the corresponding college entry and college holding power rates.

|  | 1 | 2 | 3 |
|---|---|---|---|
|  | **College Entry Rate (From 1st Grade)** | **College Holding Power** | **College Graduation Rate (From 1st grade) (Col. 1 × Col. 2)** |
| Spanish Surnamed | 22.54 | 24.04 | 5.42 |
| Anglo | 49.26 | 48.37 | 23.83 |
| Black | 28.84 | 28.71 | 8.28 |

## SUPPLEMENT TO APPENDIX C

### A. Computation of Private School Transfer Rate

This computation is based on the statistics on public and private school enrollment by grade which appear in Table 2, p. 71. Although there is a progressive decline in enrollment in each grade for both public and private enrollment, there are differences in the rate of decline between the two which reflect the fact that students have transferred from one system to the other. The percent decline in the *total* enrollment (public and private) is the expected rate of decline due to dropouts and other factors affecting enrollment. [For purposes of this estimate we can here assume this decline is due to dropouts only without significantly affecting the results because the final transfer rate is to be calculated from the *difference* between two crude estimates of dropouts. Since the error factor from population growth occurs in both estimates in the same direction, the difference between them should approximate reality.]

Using the percent decline in the *total* enrollment (expected "dropout rates" grades 4 to 8 and grades 4 to 12) an estimate was made of the number of students who dropped out of *public* schools in the same period. The difference between the actual decline in public school enrollment and the estimated number of dropouts is equal to the number of students who transferred into public schools. The transfer rate was then obtained by dividing the number of transfer students in grade 8 and in grade 12 by the number of students enrolled in that grade.

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tion, U.S. Dept. of Health, Education and Welfare, Office for Civil Rights.

[15] For the Nation as a whole, there has been an annual increase in first time enrollment in colleges for at least the past 20 years. *See Digest of Educational Statistics*, op. cit., p. 67.

[16] This ratio was derived from the national yearly statistics on first time enrollment in institutions of higher education. (*Digest of Educational Statistics*, 1969, op. cit. Table 89. The number of 1970 enrollees was obtained directly from the Office of Education in December 1970.) The number of first time enrollees in the country in 1967 was 1,439,000, while in 1970 this number had increased to 2,099,813. The ratio of first time enrollees in 1967 to first time enrollees in 1970 was 1,439,000 ÷ 2,099,813, or 68.529 percent. This means that for every 100 new enrollees in 1970 there were only 69 new enrollees in 1967. This represents a 46 percent increase over a 3-year period.

Although freshmen enrollment also includes persons other than first time enrollees, this is true for both of the freshmen classes to which this ratio is applied. For this reason it does not appear that the ratio would be significantly different if calculated on the basis of the number of freshmen students.

[17] Personal communication with the Staff of the Program Planning, Evaluation and Reports Section, Bureau of Higher Education, U.S. Office of Education.

Thus:

1. $\frac{\text{Decline } \textit{total} \text{ enrollment}}{\textit{total} \text{ enrollment grade 4}}$ grades 4 to 8 (or grades 4 to 12) = Percent of 4th graders who dropped out
2. Dropout percent x *public* school 4th grade enrollment = estimated *public* school dropouts grades 4 to 8 (or grades 4 to 12)
3. Estimated number of *public* school dropouts – *public* school decline = number of transfers
4. $\frac{\text{Number of transfers}}{\textit{Public} \text{ school 8th (12th) grade enrollment}}$ = Percent of 8th (12th) graders who are transfer students

The final value obtained is the estimated percentage of students in a given grade who are transfer students. This is called the private school transfer rate for that grade.

Inserting the information from Table 2 into the above formula, the 8th and 12th grade transfer rates were calculated as follows:

**8th Grade**

1. $\frac{\text{decline 4th to 8th grade}}{\text{4th grade enrollment}} = \frac{77,268}{729,927} = 10.58\%$ (total dropout percent)
2. Total dropout percent × public school 4th grade enrollment = 10.58% × 661,509 = 69,987 (number of public school dropouts)
3. number of public school dropouts – actual decline grades 4 to 8 = 69,987 – 64,277 = 5,710 (number of transfers)
4. $\frac{\text{number of transfers}}{\text{8th grade enrollment}} = \frac{5,710}{597,232} = .95\%$ (8th grade transfer rate)

**12th Grade**

1. $\frac{\text{decline 4th to 12th grade}}{\text{4th grade enrollment}} = \frac{255,841}{729,927} = 35.05\%$ (total dropout percent)
2. Total dropout percent × public school 4th grade enrollment = 35.05% × 661,509 = 231,858 (number of public school dropouts)
3. number of public school dropouts – actual decline grades 4 to 12 = 231,858 – 217,790 = 14,068 (number of transfers)
4. $\frac{\text{number of transfers}}{\text{12th grade enrollment}} = \frac{14,068}{443,719} = 3.17\%$ (12th grade transfer rate)

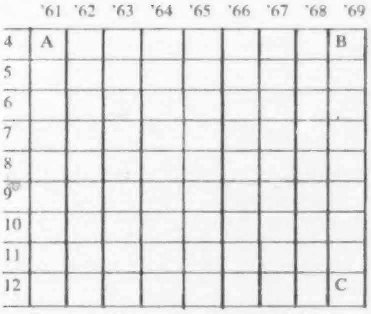
### B. Derivation of Holding Power Formula

The formula used to calculate the holding power from the enrollment differential rate and the age differential rate is based on certain relationships illustrated graphically below. Figure 2 is a graphic presentation of yearly enrollment in grades 4 through 12 for the 9-year period beginning in 1961.

The top line (A,B) represents the number of students in fourth grade every year over the past 9 years including 1969. The right vertical line (B,C) represents the number of students in each grade in 1969. (For our purposes here we will assume that the transfers from private schools have already been subtracted from the enrollment.) We are concerned with the class which was in the fourth grade in spring 1961 and finished

GRADE

Figure 2. Yearly Enrollment by Grade*



* The years given are for the second half of any school year. Thus ('61) represents school year '60–'61 and ('69) represents school year '68–'69.

the 12th grade in spring 1969 (line A,C). Of this class, A represents the number which began fourth grade and C represents the number which stayed in school through the 12th grade. The number who dropped out of school is equal to A minus C. The percent of pupils remaining in school equals C divided by A. This percent is also referred to as the holding power rate between grades 4 and 12. In summary:

A = number of 4th graders, '61
B = number of 4th graders, '69
C = number of 12th graders, '69
C/A = Holding Power (Pupils remaining in school as a percent of those who began the 4th grade in '61)
A–C = Dropouts (Number of pupils who left school between 4th grade '61 and 12th grade '69)
$\frac{A-C}{A}$ = Dropout Rate (Dropouts as a percent of those who began 4th grade in '61)

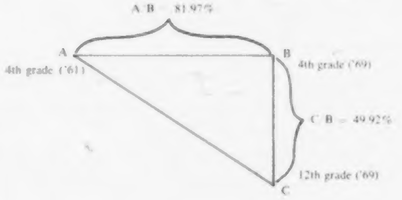
However, the type of data available from both the census and the MAES survey is expressed as the relationship of A to B and C to B. We do not have information on the numerical values of A, B, and C (Number of Students).[18] For example, the information available for 12th grade Spanish Surnamed students is as follows:

The value C/B is the enrollment differential rate for Spanish Surnamed students between grades 4 and 12, calculated from the survey data. In 1969 Spanish Surnamed 12th graders (adjusted) were 49.92 percent of Spanish Surnamed 4th graders. (Table 8).

The holding power rate between grades 1 and 4 would be equal to C/A. To obtain values for C and A (in percents):

$$A/B = 81.97$$
$$A = 81.97\ B$$
$$C/B = 49.92$$
$$C = 49.92\ B$$

Figure 3.



The value A/B is the Age Differential Rate of Spanish Surnames at age 17.5 (Table 4). In 1969 Spanish Surnamed persons 17.5 were 81.9 percent of Spanish Surnamed persons 9.5. This value can be substituted for Spanish Surnamed 4th graders in 1961 as a percent of Spanish Surnamed 4th graders in 1969.[19]

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[18] The enrollment differential rate is calculated as the number of 12th graders (adjusted) divided by the number of fourth graders for the *sample population* in our survey. We do not have available the total number of fourth graders in the Southwest.

In calculation of the Age Differential Rate from the census data, the number of persons of each specific age was not known. The numbers which were known were for the estimate of persons in each age group in 1969. These age group estimates were used in calculating the rates, after which the median ages were substituted for the age groups.

[19] See page 73 in this appendix.

Substituting

$$C/A = \frac{49.92\,\cancel{B}}{81.97\,\cancel{B}} = 60.90\% =$$ Spanish Surnamed Holding Power Rate, grades 4 through 12

It is important to note that in dividing C by A it was possible to cancel out the B which was known to us only in terms of A and C. Expressed as a formula, the above calculation was made as follows:

$$\text{12th grade Holding Power} = \frac{\text{12th grade Enrollment Differential Rate}}{\text{Age Differential Rate for persons 17.5}}$$

The same basic formula is used for calculating 8th grade retention

$$\text{8th grade Holding Power} = \frac{\text{8th grade Enrollment Differential Rate}}{\text{Age Differential Rate for persons 13.5}}$$

**C. Calculation of Holding Power Rates based on Mexican American Education Study Survey Data—Total Five Southwestern States, by Ethnic Group**

| **GRADE 8** | **1** Grade 4 Enrollment | **2** Grade 8 Enrollment | **3** Grade 8 Enrollment Minus Transfers (Col. 2 × .99) | **4** Enrollment Differential Rate (Col. 3 ÷ Col. 1) | **5** Age Differential Rate (Age 13.5) | **6** Holding Power Rate-Grade 4 through 8 (Col. 4 ÷ Col. 5) | **7** Holding Power Rate-Grades 1 through 8 (Col. 6 × .99) |
|---|---|---|---|---|---|---|---|
| Spanish Surnamed | 90,508 | 76,841 | 76,073 | 84.05 | 91.33 | 92.02 | 91.10 |
| Black | 25,609 | 22,830 | 22,602 | 88.25 | 88.62 | 99.58 | 99.58 |
| Anglo | 173,738 | 171,822 | 170,103 | 97.90 | 95.71 | 102.28* | 101.26* |
| Total | 299,102 | 279,523 | 276,728 | 92.51 | 94.14 | 98.26 | 97.28 |

| **GRADE 12** | Grade 4 Enrollment** | Grade 12 Enrollment | Grade 12 Enrollment Minus Transfers (Col. 3 X .968) | Enrollment Differential Rate (Col. 3 ÷ Col. 1) | Age Differential Rate (Age 17.5) | Holding Power Rate-Grades 4 Through 12 (Col. 4 ÷ Col. 5) | Holding Power Rate-Grades 1 Through 12 (Col. 6 × .99) |
|---|---|---|---|---|---|---|---|
| Spanish Surnamed | 76,228 | 39,319 | 38,061 | 49.93 | 81.97 | 60.91 | 60.30 |
| Black | 23,040 | 12,271 | 11,878 | 51.55 | 76.34 | 67.52 | 66.84 |
| Anglo | 142,473 | 115,540 | 111,843 | 78.50 | 90.37 | 86.86 | 85.99 |
| Total | 248,032 | 171,729 | 166,234 | 67.02 | 87.32 | 76.75 | 75.98 |

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* A rise in enrollment over time is not possible in actuality. Holding Power Rates are estimated with a range only. Due to the various methods used to estimate holding power, this slight statistical increase could be expected. Holding Power Rates for grades 1 through 12 never went higher than 105 percent. As estimates within a range, these values all mean that nearly all students remained in school.

** Enrollment in Grade 4 differs in the two sets of calculations because the districts from which these figures were obtained are not identical. For the calculation of 8th grade holding power all sampled districts having both grades 8 and 4 were included; for the 12th grade holding power calculations all sampled districts having both grades 12 and grade 4 were used.

## Appendix D. Selected Tables From Other Sources

Table D-1 Number and Percent of Enrollment That is Mexican American and Anglo by School Level*

| Ethnic Group by School Level | ARIZONA Number | ARIZONA Percent | CALIFORNIA Number | CALIFORNIA Percent | COLORADO Number | COLORADO Percent | NEW MEXICO Number | NEW MEXICO Percent | TEXAS Number | TEXAS Percent | SOUTHWEST Number | SOUTHWEST Percent |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Elementary | | | | | | | | | | | | |
| Anglo | 164,398 | 70.1 | 1,884,277 | 72.5 | 236,668 | 80.6 | 73,541 | 49.5 | 850,928 | 61.0 | 3,209,813 | 68.8 |
| Mexican American | 47,723 | 20.3 | 404,750 | 15.6 | 43,028 | 14.7 | 58,975 | 39.7 | 312,299 | 22.4 | 866,774 | 18.6 |
| Black | 11,529 | 4.9 | 237,436 | 9.1 | 11,026 | 3.8 | 3,393 | 2.3 | 226,881 | 16.3 | 490,264 | 10.5 |
| Other ** | 10,903 | 4.6 | 71,245 | 2.7 | 2,739 | 0.9 | 12,547 | 8.5 | 4,375 | 0.3 | 101,809 | 2.1 |
| Total | 234,553 | 99.9 | 2,597,708 | 99.9 | 293,461 | 100.0 | 148,456 | 100.0 | 1,394,483 | 100.0 | 4,668,660 | 100.0 |
| Intermediate | | | | | | | | | | | | |
| Anglo | 24,732 | 72.9 | 562,043 | 73.2 | 88,607 | 83.0 | 32,994 | 58.2 | 335,015 | 68.0 | 1,043,391 | 71.6 |
| Mexican American | 6,548 | 19.3 | 104,264 | 13.6 | 13,734 | 12.9 | 19,784 | 34.9 | 88,775 | 18.0 | 233,106 | 16.0 |
| Black | 962 | 2.8 | 80,222 | 10.5 | 3,718 | 3.5 | 1,234 | 2.2 | 68,125 | 13.8 | 154,261 | 10.5 |
| Other** | 1,665 | 4.9 | 20,934 | 2.7 | 739 | 0.6 | 2,643 | 4.7 | 1,080 | 0.2 | 27,060 | 1.9 |
| Total | 33,907 | 99.9 | 767,463 | 100.0 | 106,798 | 100.0 | 56,655 | 100.0 | 492,995 | 100.0 | 1,457,818 | 100.0 |
| Secondary | | | | | | | | | | | | |
| Anglo | 73,395 | 74.9 | 877,158 | 78.9 | 100,474 | 84.5 | 35,556 | 53.9 | 431,897 | 69.3 | 1,518,480 | 75.3 |
| Mexican American | 17,477 | 17.8 | 137,268 | 12.3 | 14,587 | 12.3 | 24,235 | 36.8 | 104,140 | 16.7 | 297,707 | 14.8 |
| Black | 3,292 | 3.4 | 70,321 | 6.3 | 3,053 | 2.6 | 1,032 | 1.6 | 84,807 | 13.6 | 162,505 | 8.1 |
| Other** | 3,835 | 3.9 | 27,464 | 2.5 | 720 | 0.6 | 5,105 | 7.7 | 2,038 | 0.3 | 39,162 | 1.9 |
| Total | 97,999 | 100.0 | 1,112,211 | 100.0 | 118,834 | 100.0 | 65,928 | 100.0 | 622,882 | 99.9 | 2,017,854 | 100.1 |
| All School Levels | | | | | | | | | | | | |
| Anglo | 262,526 | 71.6 | 3,323,478 | 74.2 | 425,749 | 82.0 | 142,092 | 52.4 | 1,617,840 | 64.4 | 5,771,684 | 70.9 |
| Mexican American | 71,748 | 19.6 | 646,282 | 14.4 | 71,348 | 13.7 | 102,994 | 38.0 | 505,214 | 20.1 | 1,397,586 | 17.2 |
| Black | 15,783 | 4.3 | 387,978 | 8.7 | 17,797 | 3.4 | 5,658 | 2.1 | 379,813 | 15.1 | 807,030 | 9.9 |
| Other** | 16,402 | 4.5 | 119,642 | 2.7 | 4,198 | 0.8 | 20,295 | 7.5 | 7,492 | 0.3 | 168,030 | 2.0 |
| Total | 366,459 | 100.0 | 4,477,380 | 100.0 | 519,092 | 99.9 | 271,039 | 100.0 | 2,510,359 | 99.9 | 8,144,330 | 100.0 |

Source: Fall 1968 HEW Title VI Survey
* minute differences in totals are due to computer rounding
** includes American Indians and Orientals

### Table D–2 Undergraduate College Enrollment by State and Ethnic Group

| Ethnic Group | ARIZONA Number | ARIZONA Percent | CALIFORNIA Number | CALIFORNIA Percent | COLORADO Number | COLORADO Percent | NEW MEXICO Number | NEW MEXICO Percent | TEXAS Number | TEXAS Percent | SOUTHWEST Number | SOUTHWEST Percent |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1970* | | | | | | | | | | | | |
| Anglo | 53,738 | 87.6 | 477,641 | 82.3 | 73,758 | 90.4 | 22,168 | 76.1 | 242,456 | 83.5 | 869,761 | 83.4 |
| Mexican American | 4,252 | 6.9 | 35,902 | 6.2 | 4,284 | 5.2 | 5,564 | 19.1 | 22,131 | 7.6 | 72,133 | 6.9 |
| Black | 1,274 | 2.1 | 33,317 | 5.7 | 1,853 | 2.3 | 565 | 1.9 | 22,343 | 7.7 | 59,352 | 5.7 |
| Indian | 1,382 | 2.3 | 5,441 | 0.9 | 736 | 0.9 | 613 | 2.1 | 1,876 | 0.6 | 10,039 | 1.0 |
| Oriental | 675 | 1.1 | 27,758 | 4.8 | 980 | 1.2 | 207 | 0.7 | 1,457 | 0.5 | 31,087 | 3.0 |
| TOTAL | 61,321 | 100.0 | 580,059 | 99.9 | 81,611 | 100.0 | 29,117 | 99.9 | 290,264 | 99.9 | 1,042,372 | 100.0 |
| 1968** | | | | | | | | | | | | |
| Anglo | 46,212 | 89.0 | 487,137 | 84.5 | 66,365 | 92.4 | 22,481 | 78.0 | 237,661 | 83.4 | 859,856 | 84.8 |
| Mexican American | 3,565 | 6.9 | 31,858 | 5.5 | 2,709 | 3.8 | 5,053 | 17.5 | 21,071 | 7.4 | 64,256 | 6.3 |
| Black | 877 | 1.7 | 32,314 | 5.6 | 1,053 | 1.5 | 518 | 1.8 | 21,291 | 7.5 | 56,053 | 5.5 |
| Indian | 849 | 1.6 | 2,917 | 0.5 | 708 | 1.0 | 532 | 1.8 | 2,972 | 1.0 | 7,978 | 0.8 |
| Oriental | 441 | 0.8 | 21,937 | 3.8 | 1,036 | 1.4 | 241 | 0.8 | 1,805 | 0.6 | 25,460 | 2.5 |
| TOTAL | 51,944 | 100.0 | 576,163 | 99.9 | 71,871 | 100.1 | 28,825 | 100.0 | 284,800 | 99.9 | 1,013,603 | 99.9 |

*Source: Fall 1970 Survey of Institutions, U.S. Department of Health, Education, and Welfare, Office for Civil Rights.
** Source: U.S. Department of Health, Education, and Welfare, *Undergraduate Enrollment by Ethnic Group in Federally Funded Institutions of Higher Education*, Fall 1968.

**Table D-3. Catholic School Enrollment—Five Southwestern States, Fall 1969**

**Total and Spanish Surnamed by School Level**

| | Total | Spanish Surnamed | Percent Spanish Surnamed |
|---|---|---|---|
| Elementary | 362,147 | 73,018 | 20.2 |
| Secondary | 106,913 | 21,103 | 19.7 |
| TOTAL | 469,060 | 94,121 | 20.1 |

Source: National Catholic Education Ass'n. Fall 1969 Survey of Catholic School Enrollment

**Table D-4. Public and Catholic School Enrollment—Five Southwestern States, Fall 1969**

| | Number | Percent |
|---|---|---|
| Public Schools | 8,584,830 | (94.8) |
| Catholic Schools | 469,060 | (5.2) |
| Total, Public and Catholic Schools | 9,053,890 | (100.0) |

Sources: National Catholic Education Ass'n. Fall 1969 Survey of Catholic School Enrollment and U.S. Office of Education. *Statistics of Public Schools,* Fall 1969. OE 20007–69, Table 5.

**Table D-5 Spanish Origin Population for the United States and for the Five Southwestern States, November 1969**

**(In Thousands)**

| | United States | | Southwest | | Southwest as a Percentage of United States |
|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | |
| TOTAL | 9,230 | 100.0 | 5,507 | 100.0 | 59.7 |
| Mexican | 5,073 | 55.0 | 4,360 | 79.2 | 85.9 |
| Puerto Rican | 1,454 | 15.8 | 61 | 1.1 | 4.2 |
| Cuban | 565 | 6.1 | 82 | 1.5 | 14.5 |
| Central or South American | 556 | 6.0 | 170 | 3.1 | 30.6 |
| Other Spanish* | 1,582 | 17.1 | 835 | 15.2 | 52.8 |

Source: U.S. Bureau of the Census, *Persons of Spanish Origin in the United States,* November 1969. Population Characteristics, Series P–20, No. 213, February 1971, Table 1.

* This category includes persons identifying themselves as "Spanish American" or "Spanish", and also persons reporting themselves as a mixture of any of the Spanish origin categories.

### Table D-6—Educational Attainment for Persons 25 Years Old and Over by Origin and Age, United States: November 1969

| | | Percent Distribution | | | | | Median School Years Completed |
|---|---|---|---|---|---|---|---|
| | | Elementary | | High School | | College | |
| | Total Number | 0–7 Years | 8 Years | 1–3 Years | 4 Years | 1 or more Years | |
| Spanish Origin, 25 and Over | 3,815 | 35.3 | 12.9 | 17.7 | 22.3 | 11.8 | 9.3 |
| 25 to 34 Years | 1,239 | 19.2 | 10.0 | 23.5 | 32.2 | 15.1 | 11.7 |
| Mexican | 565 | 23.2 | 12.0 | 24.4 | 32.2 | 8.1 | 10.8 |
| Other Spanish | 226 | 7.1 | 3.5 | 22.1 | 40.7 | 26.1 | 12.4 |
| Puerto Rican | 214 | 31.8 | 8.9 | 32.2 | 21.0 | 6.1 | 9.9 |
| Cuban | 109 | 11.0 | 12.8 | 11.9 | 33.0 | 31.2 | 12.4 |
| Central or South American | 125 | 8.8 | 12.0 | 16.8 | 35.2 | 28.0 | 12.4 |
| 35 Years and Over | 2,576 | 43.0 | 14.4 | 14.9 | 17.5 | 10.3 | 8.5 |
| Mexican | 1,343 | 54.9 | 13.6 | 13.9 | 12.0 | 5.7 | 7.3 |
| Other Spanish | 540 | 19.8 | 13.1 | 20.9 | 28.9 | 17.2 | 11.4 |
| Puerto Rican | 335 | 53.4 | 16.1 | 11.6 | 13.4 | 5.7 | 7.5 |
| Cuban | 211 | 22.3 | 21.8 | 10.4 | 24.6 | 21.3 | 10.8 |
| Central or South American | 147 | 25.2 | 12.2 | 15.6 | 25.2 | 21.8 | 11.4 |
| Other Origin, 25 Years and Over | 102,466 | 13.0 | 13.4 | 17.6 | 34.3 | 21.7 | 12.2 |
| 25-34 Years | 22,643 | 3.6 | 4.5 | 17.0 | 44.1 | 30.7 | 12.6 |
| 35 Years and Over | 79,823 | 15.7 | 15.9 | 17.7 | 31.5 | 19.1 | 12.0 |

Source: U.S. Bureau of the Census, *Persons of Spanish Origin in the United States*, November 1969. Population Characteristics, Series P–20, No. 213, February 1971, Table 14.

### Table D-7—Family Income for Households by Origin of Head, United States: November 1969

| | Total | Total Spanish Origin | Mexican | Puerto Rican | Other Spanish Origin | Other |
|---|---|---|---|---|---|---|
| TOTAL NUMBER OF HOUSEHOLDS* | 46,615 | 1,927 | 964 | 300 | 663 | 44,689 |
| PERCENT DISTRIBUTION | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Less than $1,000 | 2.1 | 2.6 | 3.3 | 1.4 | 2.1 | 2.1 |
| $1,000—$1,999 | 3.7 | 5.5 | 5.4 | 8.5 | 4.4 | 3.7 |
| $2,000—$2,999 | 4.7 | 8.8 | 9.8 | 10.3 | 6.6 | 4.6 |
| $3,000—$3,999 | 6.3 | 12.1 | 12.7 | 14.3 | 10.1 | 6.0 |
| $4,000—$5,999 | 16.1 | 25.7 | 25.3 | 32.2 | 23.3 | 15.7 |
| $6,000—$7,499 | 13.8 | 14.9 | 16.6 | 12.1 | 13.8 | 13.8 |
| $7,500—$9,999 | 20.1 | 15.4 | 15.0 | 10.0 | 18.3 | 20.3 |
| $10,000—$14,999 | 22.1 | 11.4 | 9.9 | 9.3 | 14.4 | 22.6 |
| $15,000—$24,999 | 8.6 | 3.1 | 1.6 | 2.0 | 5.7 | 8.8 |
| $25,000 and over | 2.4 | 0.6 | 0.4 | ——— | 1.2 | 2.4 |
| MEDIAN INCOME | 7,894 | 5,641 | 5,488 | 4,969 | 6,383 | 8,011 |

* Households for which family income was reported.

Source: U.S. Bureau of the Census, *Persons of Spanish Origin in the United States*, November 1969. Population Characteristics, Series P–20, No. 213, February 1971, Table 25.

## Appendix E. Finding of Related Studies on Academic Achievement of Mexican Americans

In a nationwide educational survey, James Coleman and his associates compared the academic achievement of various racial and ethnic groups at grades 3, 6, 9, and 12 in tests of verbal ability, reading comprehension, and mathematics. According to the survey, Mexican Americans ranked fourth in achievement of the six racial and ethnic groups studied. On all three achievement measures they ranked behind Anglos, Orientals, and American Indians, but ahead of blacks and Puerto Ricans, in that order.[1]

In subsequent analyses of these same national data, Okada[2] estimated the grade equivalent scores for each group at every grade between 6 and 12. As illustrated in Table E–1, Okada found that the relative positions of each racial and ethnic group for the most part remained the same throughout the 6 years. The only exception is that Puerto Ricans appear to surpass blacks at about 10th or 11th grade in all three types of tests.

In all three subject areas, the gap between the performance of the disadvantaged minorities and performance of the Anglos widens at each succeeding year, with only a few exceptions. This pattern is most pronounced in the mathematics test performance and least pronounced in the reading test performance. In reading tests, Mexican Americans are 2.5 grade levels behind Anglos in the sixth grade and 2.7 years behind in the 12th grade. In verbal skills, Mexican Americans are 1.8 years behind the Anglo in sixth grade, but by the 12th grade they are 2.9 grades behind. In mathematics the gap between Mexican Americans and Anglos begins at 2.4 years in sixth grade, but by the 12th grade this gap has widened to 4.1 years. According to Okada, the average Mexican American does not read at the sixth grade level until grade 8 and fails to read at

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[1] Coleman, James S. *et al. Equality of Educational Opportunity.* U.S. Department of Health, Education, and Welfare. Office of Education. Washington, D.C. Government Printing Office, 1966. p. 219.

[2] Okada, Tetsuo *et al., Dynamics of Achievement: A Study of Differential Growth of Achievement Over Time.* Tech. Note No. 53, National Center for Educational Statistics, Office of Education, U.S. HEW: January 1968.

**Table E–1 Grade Level Equivalents Derived From National Means for Reading, Verbal, and Mathematics Test Scores, by Grade and Race**

**READING**

| **GRADE:** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
|---|---|---|---|---|---|---|---|
| NATIONAL | *6.0* | *7.0* | *8.0* | *9.0* | *10.0* | *11.0* | *12.0* |
| WHITE | 6.7 | 7.7 | 8.7 | 9.8 | 10.8 | 11.7 | 12.6 |
| ORIENTAL AMERICAN | 5.8 | 6.9 | 8.0 | 9.1 | 9.9 | 10.7 | 11.6 |
| AMERICAN INDIAN | 4.6 | 5.6 | 6.6 | 7.6 | 8.3 | 9.0 | 9.9 |
| MEXICAN AMERICAN | 4.2 | 5.5 | 6.3 | 7.3 | 8.1 | 8.9 | 9.9 |
| PUERTO RICAN | 3.3 | 4.4 | 5.5 | 6.6 | 7.5 | 8.4 | 9.3 |
| BLACK | 3.7 | 5.3 | 6.1 | 6.9 | 7.7 | 8.4 | 9.2 |

**VERBAL**

| **GRADE:** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
|---|---|---|---|---|---|---|---|
| NATIONAL | *6.0* | *7.0* | *8.0* | *9.0* | *10.0* | *11.0* | *12.0* |
| WHITE | 6.6 | 7.6 | 8.6 | 9.9 | 10.8 | 11.7 | 12.6 |
| ORIENTAL AMERICAN | 5.8 | 6.9 | 7.9 | 9.0 | 9.9 | 10.9 | 11.8 |
| AMERICAN INDIAN | 4.9 | 5.9 | 6.8 | 7.8 | 8.3 | 8.9 | 9.6 |
| MEXICAN AMERICAN | 4.8 | 5.6 | 6.6 | 7.6 | 8.2 | 8.8 | 9.7 |
| PUERTO RICAN | 3.8 | 4.9 | 5.9 | 7.0 | 7.8 | 8.5 | 9.4 |
| BLACK | 4.6 | 5.4 | 6.2 | 7.1 | 7.6 | 8.2 | 8.8 |

**MATHEMATICS**

| **GRADE:** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
|---|---|---|---|---|---|---|---|
| NATIONAL | *6.0* | *7.0* | *8.0* | *9.0* | *10.0* | *11.0* | *12.0* |
| WHITE | 6.7 | 7.7 | 8.7 | 10.3 | 11.3 | 12.3 | 13.0 |
| ORIENTAL AMERICAN | 5.8 | 7.1 | 8.3 | 10.0 | 11.0 | 12.0 | 13.0 |
| AMERICAN INDIAN | 4.6 | 5.5 | 6.5 | 7.5 | 8.1 | 8.5 | 9.0 |
| MEXICAN AMERICAN | 4.3 | 5.4 | 6.4 | 7.4 | 7.9 | 8.4 | 8.9 |
| PUERTO RICAN | 3.6 | 4.6 | 5.6 | 6.5 | 7.1 | 7.7 | 8.2 |
| BLACK | 4.2 | 5.1 | 6.0 | 6.9 | 7.1 | 7.3 | 7.5 |

Source: Okada, Tetsuo *et al.*, *Dynamics of Achievement: A Study of Differential Growth of Achievement Over Time.* Tech. Note No. 53, National Center for Educational Statistics, Office of Education, U.S. HEW: January 1968.

9th grade level until grade 12.

In an educational survey undertaken as part of the UCLA Mexican American Study Project, Gordon *et al.*[3] measured the achievement differentials of Mexican Americans and Anglo students in the Los Angeles area. The authors sampled three thousand Mexican American and Anglo pupils in the sixth, ninth, and 12th grades of 23 Los Angeles schools.[4]

Student scores in standardized tests of performance in various components of English and mathematics were compared. As Table E–2 illustrates, the composite English and mathematics scores of the Mexican Americans in the Los Angeles survey are well behind those of the Anglos. In both English and mathematics, Anglos generally perform either close to or above the national norm, while Mexican Americans at all three grade levels are well below the national norm. Both groups show the lowest math performance at grade 9. Mexican Americans, but not Anglos, exhibit the lowest English performance at grade 9. Junior high Anglos are still performing very close to the national norm, but the proportion of Mexican Americans in junior high performing below average is well over twice the national norm (53 percent in English and 57 percent in mathematics). The largest gap between Anglo and Mexican American performance is also found at grade 9.

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[3] Gordon, C. Wayne *et al. Educational Achievement and Aspirations of Mexican-American Youth in a Metropolitan Context.* Mexican-American Study Project. Educators' Sub-Study. University of California at Los Angeles. (Mimeographed March 1968).

[4] The sample was not meant to be representative of the total Los Angeles area because of underrepresentation of high SES Anglos and Mexican Americans; however, it is possible to extend to all of Los Angeles the comparisons of subpopulations of pupils. *Ibid.*, pp. 114–115.

The Mexican Americans in the Los Angeles survey perform as poorly in mathematics as in English. The only level at which their mathemathics performance exceeds their English performance is at the elementary level.

Components of the English test for senior high students were reading vocabulary, reading comprehension, and reading speed. For the junior high and elementary students the components were reading vocabulary, reading comprehension, language mechanics, and language spelling. When only the reading comprehension scores of the two groups are compared, a similar pattern is found although the gap between the two groups is slightly larger: from 20 to 35 percent more Mexican Americans than Anglos read below grade level at any time. (Table E–3).

The Los Angeles study also compared achievement of the two groups by the socioeconomic status of the student, as measured by his father's occupation. Table E–4 illustrates performance levels of the two groups in reading comprehension at grade 9. The scores for Mexican Americans vary directly with SES. For the Anglo students there appears to be no difference between the lower and upper blue-collar family

**Table E–2. English and Mathematics Achievement Test Results by Grade Level and Ethnicity, Los Angeles Survey ***
**(In Stanines)**[1]

| | Mexican American | | Anglo | | Nat'l. |
|---|---|---|---|---|---|
| | **English** | **Math** | **English** | **Math** | **NORM** |
| Elementary School | | | | | |
| Markedly above and above average | 7% | 15% | 23% | 34% | 23% |
| Average | 41 | 49 | 52 | 51 | 54 |
| Below and markedly below average | 53 | 36 | 25 | 15 | 23 |
| Total number (100%) | (261) | (261) | (82) | (82) | |
| Junior High School [2] | | | | | |
| Markedly above and above average | 8% | 7% | 25% | 24% | 23% |
| Average | 39 | 36 | 52 | 53 | 54 |
| Below and markedly below average | 53 | 57 | 23 | 23 | 23 |
| Total number (100%) | (571) | (571) | (323) | (323) | |
| Senior High School [2] | | | | | |
| Markedly above and above average | 10% | 8% | 39% | 38% | 23% |
| Average | 54 | 55 | 50 | 49 | 54 |
| Below and markedly below average | 36 | 37 | 11 | 13 | 23 |
| Total number (100%) | (534) | (534) | (392) | (392) | |

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[1] These categories are constructed on the basis of the normal curve, and are usually referred to as "stanines". An "average" performance (stanines 4, 5, and 6) should account for 54 percent of a normal population, "above average" and "below average" performances (stanines 7 and 8, 2 and 3) should account for 38 percent of a normal population; and "markedly above average" and "markedly below average" performances (stanines 9 and 1) should account for the remaining 8 percent of a normal population. Tests are constructed on the basis of national samples. The distribution is based on the standard deviations of the normal curve.

[2] These data are based on less than three-quarters of the total sample. For the remainder, parental permission allowing access to accumulative records was not granted.

*Source: Summary of the L.A. Study in Grebler *et al. The Mexican American People*. N.Y. The Free Press, 1970 Chapter 7 and Appendix C.

**Table E–3. Reading Comprehension Levels—Los Angeles Survey**

| | Elementary (Grade Six) | | Junior High (Grade Nine) | | Senior High (Grade Twelve) | |
|---|---|---|---|---|---|---|
| | Mexican American | Anglo | Mexican American | Anglo | Mexican American | Anglo |
| Markedly Above Average | .... | 7% | .... | 2% | .... | 4% |
| Above Average | 5% | 19 | 7% | 24 | 14% | 40 |
| Average | 44 | 53 | 38 | 54 | 56 | 46 |
| Below Average | 36 | 18 | 39 | 16 | 23 | 7 |
| Markedly Below Average | 15 | 3 | 16 | 4 | 7 | 3 |

Source: Gordon, C. W. *Education Achievement and Aspirations of Mexican American Youth in a Metropolitan Context*, UCLA, 1966, pp. 29–33.

**Table E–4. Reading Comprehension Levels by Pupil SES, Grade 9—Los Angeles Survey**

| | White-Collar Self-Employed | | Upper Blue-Collar | | Lower Blue-Collar | |
|---|---|---|---|---|---|---|
| | Mexican American | Anglo | Mexican American | Anglo | Mexican American | Anglo |
| Markedly Above Average | .... | 3% | .... | .... | .... | 3% |
| Above Average | 18% | 28 | 8% | 22% | 7% | 17 |
| Average | 47 | 54 | 45 | 53 | 38 | 52 |
| Below Average | 24 | 12 | 35 | 23 | 41 | 23 |
| Markedly Below Average | 11 | 3 | 13 | 3 | 15 | 5 |

Source: A preliminary in-house report of the L.A. Study by Robert Wenkert entitled "A Comparative Description of Youth", p. 43.

students, while white-collar family students do perform markedly better than those from blue-collar families. Although Mexican American achievement in reading comprehension improves with SES, the gap between Mexican Americans and Anglos of the same SES is still large [from 20 percent to 30 percent]. Mexican Americans from white-collar families are still well below the national norm.

As part of a statewide assessment of Texas education the Governor's Committee on Public School Education reported comparative scores of Texas seniors on the Education Development Test.[5] The test had been administered in April 1967 to 67,361 seniors in 118 sample school districts. School districts were selected from a stratified random sampling according to school district size so as to be representative of the State as a whole.

Comparative achievement scores were reported for Anglo, Spanish Surnamed, and black Texas seniors, as illustrated below. Among the "College Bound", Texas Anglos perform very close to the national norm, while both minorities perform well below both the Anglo and also the national norm. Texas Mexican Americans who plan to go to college average 5.3 standard scores behind the Texas Anglos and 3.8 standard scores behind seniors nationally. Among the "non-college bound", Texas Anglos perform well above the national norm while each of the minorities is three and four standard scores, respectively, behind that norm.

**Senior Scores on Educational Development Test—Texas, 1967**

| | "College Bound" | "Unselected" |
|---|---|---|
| National | 20.4 | 15.6 |
| Texas Average | 18.4 | 16.6 |
| Texas Anglo | 19.9 | 18.4 |
| Texas Mexican American | 14.6 | 12.7 |
| Texas Black | 11.7 | 10.6 |

Note: An ACT composite score in the 11–12 range is considered to be the average ninth grade achievement level.

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[5] Texas Governor's Committee on Public School Education. *The Challenge and The Chance.* Austin, 1968. p. 3 and p. 39.

In a 1969 survey of the achievement levels of New Mexico students, the New Mexico State Department of Education tested 4,500 New Mexico students in grades 5, 8, and 11 on various components of the California Test of Basic Skills.[c] Results of the Reading, Language, and Arithmetic components for each ethnic group appear in Table E-5. According to the survey Spanish Surnamed, black, and Indian students in New Mexico perform well below the national norm on all three measures of achievement. The lowest achievement is found among Indians, followed by black and Spanish Surnamed pupils in that order. In contrast, on all three measures of achievement, New Mexico Anglos perform above the national norm in grades 5 and 8 but fall slightly behind in grade 11.

**Table E-5. Performance Levels of New Mexico Students in the California Test of Basic Skills—April, 1969* (In contained grade equivalents)**

| | Grade 5 | Grade 8 | Grade 11 |
|---|---|---|---|
| National Norm | 5.7 | 8.7 | 11.7 |
| Reading | | | |
| Anglo | 6.4 | 9.4 | 11.6 |
| Spanish Surnamed | 4.7 | 6.6 | 9.3 |
| Black | 4.5 | 5.9 | 9.2 |
| Indian | 4.1 | 5.0 | 8.1 |
| Language | | | |
| Anglo | 6.5 | 9.2 | 11.3 |
| Spanish Surnamed | 5.1 | 7.2 | 9.5 |
| Black | 4.9 | 6.2 | 9.4 |
| Indian | 4.5 | 5.6 | 8.7 |
| Arithmetic | | | |
| Anglo | 6.1 | 9.1 | 11.2 |
| Spanish Surnamed | 5.2 | 7.1 | 9.2 |
| Black | 4.5 | 6.1 | 8.7 |
| Indian | 4.4 | 5.9 | 8.4 |

* Source: New Mexico State Department Education Guidance Services Division. *Results of the 1969 Assessment Survey: Grades 5, 8, 11.*

Spanish Surnamed, black, and Indian students all exhibit their lowest achievement levels in reading. Spanish Surname pupils perform at approximately the same level in language and arithmetic; black and Indian students have a higher achievement in arithmetic than in language.

On all three measures of achievement Mexican Americans in New Mexico fall increasingly behind the national norm from grades 5 through 11. In reading, Spanish Surnamed students in grades 5, 8, and 11 are 1.0, 2.1, and 2.4 years, respectively, behind the national norm.

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[c] New Mexico State Department of Education Guidance Services Division. *Results of the 1969 Assessment Survey: Grades 5, 8, 11.*

## Appendix F. Reading Levels Tables

(U.S. Commission on Civil Rights—Mexican American Education Study, 1969)

**Table F-1 Reading Achievement by Ethnic Group and School Composition—Percent Distribution**

Grade 4

| | School Composition—Percent Mexican American* | | | |
|---|---|---|---|---|
| **READING LEVEL** | **0-24.9%** | **25-49.9%** | **50-74.9%** | **75-100%** |
| Anglo | 100.0 | 100.0 | 99.9 | 100.0 |
| More than 3 Years Below | 1.1 | 2.2 | 2.1 | 2.1 |
| 2-3 Years Below | 4.1 | 5.7 | 5.7 | 4.9 |
| ½-2 Years Below | 18.8 | 20.7 | 20.8 | 16.3 |
| ½ Above—½ Below | 44.5 | 41.1 | 37.3 | 43.4 |
| ½-2 Years Above | 23.1 | 22.9 | 26.7 | 26.9 |
| More than 2 Years Above | 8.4 | 7.4 | 7.4 | 6.4 |
| Mexican American | 100.0 | 100.1 | 100.0 | 99.9 |
| More than 3 Years Below | 3.6 | 6.6 | 3.7 | 5.5 |
| 2-3 Years Below | 9.9 | 11.9 | 10.0 | 13.9 |
| ½-2 Years Below | 34.5 | 33.0 | 34.9 | 35.8 |
| ½ Above—½ Below | 36.4 | 36.2 | 34.2 | 33.0 |
| ½-2 Years Above | 12.6 | 10.5 | 14.6 | 9.6 |
| More than 2 Years Above | 3.0 | 1.9 | 2.6 | 2.1 |
| Black | 100.0 | 100.1 | 99.9 | ** |
| More than 3 Years Below | 3.3 | 5.7 | 7.2 | ** |
| 2-3 Years Below | 11.6 | 14.5 | 13.4 | ** |
| ½-2 Years Below | 34.0 | 36.1 | 36.1 | ** |
| ½ Above—½ Below | 38.0 | 32.9 | 34.0 | ** |
| ½-2 Years Above | 11.4 | 8.7 | 7.7 | ** |
| More than 2 Years Above | 1.7 | 2.2 | 1.5 | ** |

* Does not include schools where the Anglo enrollment is less than the sum of American Indian, black, and Oriental pupils.

** n too small for analysis

**Table F-2 Reading Achievement by Ethnic Group and School Composition—Percent Distribution**

Grade 8

| | School Composition—Percent Mexican American* | | | |
|---|---|---|---|---|
| **READING LEVEL** | **0-24.9%** | **25-49.9%** | **50-74.9%** | **75-100%** |
| Anglo | 100.1 | 99.9 | 100.0 | 100.1 |
| More than 3 Years Below | 4.5 | 8.2 | 6.3 | 6.4 |
| 2-3 Years Below | 7.0 | 10.3 | 8.8 | 8.2 |
| ½-2 Years Below | 14.6 | 18.9 | 15.1 | 16.1 |
| ½ Above—½ Below | 34.9 | 26.1 | 28.5 | 27.3 |
| ½-2 Years Above | 20.8 | 23.4 | 21.2 | 18.2 |
| More than 2 Years Above | 18.3 | 13.0 | 20.1 | 23.9 |
| Mexican American | 100.0 | 100.1 | 100.0 | 100.1 |
| More than 3 Years Below | 13.8 | 20.4 | 14.5 | 27.3 |
| 2-3 Years Below | 17.3 | 20.6 | 16.1 | 19.1 |
| ½-2 Years Below | 21.3 | 25.4 | 24.8 | 24.7 |
| ½ Above—½ Below | 25.7 | 20.1 | 25.6 | 16.8 |
| ½-2 Years Above | 15.1 | 9.4 | 12.8 | 8.5 |
| More than 2 Years Above | 6.8 | 4.2 | 6.2 | 3.7 |
| Black | 100.0 | 100.0 | ** | ** |
| More than 3 Years Below | 16.0 | 19.0 | ** | ** |
| 2-3 Years Below | 17.7 | 21.5 | ** | ** |
| ½-2 Years Below | 23.0 | 24.5 | ** | ** |
| ½ Above—½Below | 25.5 | 22.1 | ** | ** |
| ½-2 Years Above | 12.7 | 9.1 | ** | ** |
| More than 2 Years Above | 5.1 | 3.8 | ** | ** |

* Does not include schools where the Anglo enrollment is less than the sum of American Indian, black, and Oriental pupils.

**n too small for analysis

**Table F-3 Reading Achievement by Ethnic Group and School Composition—Percent Distribution**

Grade 12

| READING LEVEL | School Composition—Percent Mexican American* 0-24.9% | 25-49.9% | 50-74.9% | 75-100% |
|---|---|---|---|---|
| Anglo | 100.0 | 100.0 | 100.0 | ** |
| More than 3 Years Below | 7.5 | 12.5 | 8.9 | ** |
| 2-3 Years Below | 9.1 | 12.3 | 10.1 | ** |
| ½-2 Years Below | 13.7 | 17.9 | 17.1 | ** |
| ½ Above—½ Below | 39.1 | 23.3 | 40.5 | ** |
| ½-2 Years Above | 16.6 | 18.3 | 16.5 | ** |
| More than 2 Years Above | 14.0 | 15.7 | 6.9 | ** |
| Mexican American | 100.1 | 99.9 | 99.9 | 99.9 |
| More than 3 Years Below | 19.6 | 22.9 | 15.9 | 13.4 |
| 2-3 Years Below | 16.4 | 19.4 | 14.8 | 10.4 |
| ½-2 Years Below | 22.7 | 21.1 | 21.0 | 27.0 |
| ½ Above—½ Below | 25.3 | 19.7 | 35.3 | 32.5 |
| ½-2 Years Above | 10.7 | 10.8 | 9.3 | 10.2 |
| More than 2 Years Above | 5.4 | 6.0 | 3.6 | 6.4 |
| Black | 100.0 | ** | ** | ** |
| More than 3 Years Below | 28.9 | ** | ** | ** |
| 2-3 Years Below | 19.3 | ** | ** | ** |
| ½-2 Years Below | 17.9 | ** | ** | ** |
| ½ Above—½ Below | 20.1 | ** | ** | ** |
| ½-2 Years Above | 8.0 | ** | ** | ** |
| More than 2 Years Above | 5.8 | ** | ** | ** |

* Does not include schools where the Anglo enrollment is less than the sum of American Indian, black, and Oriental pupils.

** n too small for analysis

**Table F–4 Reading Achievement by Ethnic Group and State—Percent Distribution***

Grade 4

| READING LEVEL | SOUTH-WEST | ARIZONA | CALI-FORNIA | COLO-RADO | NEW MEXICO | TEXAS |
|---|---|---|---|---|---|---|
| Anglo | 100.1 | 100.0 | 100.1 | 100.0 | 100.0 | 100.0 |
| More than 3 Years Below | 1.4 | 1.0 | 1.8 | 0.7 | 1.8 | 0.6 |
| 2-3 Years Below | 4.6 | 4.0 | 5.1 | 5.2 | 3.0 | 3.6 |
| ½-2 Years Below | 19.3 | 20.0 | 20.1 | 19.7 | 20.1 | 16.8 |
| ½ Above—½ Below | 43.4 | 43.8 | 43.3 | 36.2 | 44.1 | 44.9 |
| ½-2 Years Above | 23.3 | 22.5 | 22.4 | 28.2 | 21.7 | 25.1 |
| More than 2 Years Above | 8.1 | 8.7 | 7.4 | 10.0 | 9.3 | 9.0 |
| Mexican American | 100.0 | 100.1 | 100.1 | 100.0 | 99.9 | 100.0 |
| More than 3 Years Below | 5.1 | 3.7 | 6.0 | 3.9 | 6.2 | 4.3 |
| 2-3 Years Below | 11.8 | 7.3 | 12.4 | 14.9 | 10.8 | 11.8 |
| ½-2 Years Below | 34.4 | 32.6 | 33.7 | 37.9 | 31.0 | 35.6 |
| ½ Above—½ Below | 35.1 | 43.8 | 34.1 | 31.4 | 35.4 | 35.2 |
| ½-2 Years Above | 11.3 | 10.4 | 11.3 | 10.6 | 12.6 | 11.4 |
| More than 2 Years Above | 2.3 | 2.3 | 2.6 | 1.3 | 3.9 | 1.7 |
| Black | 100.1 | 100.2 | 99.9 | 99.9 | * | 100.0 |
| More than 3 Years Below | 6.4 | 6.2 | 6.5 | 12.8 | * | 4.9 |
| 2-3 Years Below | 14.6 | 12.4 | 14.5 | 23.2 | * | 14.2 |
| ½-2 Years Below | 34.9 | 36.8 | 34.0 | 25.9 | * | 39.9 |
| ½ Above—½ Below | 30.5 | 37.1 | 29.0 | 33.3 | * | 33.0 |
| ½-2 Years Above | 11.0 | 5.6 | 12.6 | 4.4 | * | 7.1 |
| More than 2 Years Above | 2.7 | 2.1 | 3.3 | 0.3 | * | 0.9 |
| Indian |  |  |  |  | 100.0 |  |
| More than 3 Years Below |  |  |  |  | 0.7 |  |
| 2-3 Years Below |  |  |  |  | 10.0 |  |
| ½-2 Years Below |  |  |  |  | 41.0 |  |
| ½ Above—½ Below |  |  |  |  | 30.6 |  |
| ½-2 Years Above |  |  |  |  | 15.5 |  |
| More than 2 Years Above |  |  |  |  | 2.2 |  |

* n too small for analysis

**Table F–5 Reading Achievement by Ethnic Group and State—Percent Distribution***

Grade 8

| READING LEVEL | SOUTH-WEST | ARIZONA | CALI-FORNIA | COLO-RADO | NEW MEXICO | TEXAS |
|---|---|---|---|---|---|---|
| Anglo | 100.0 | 100.0 | 100.0 | 99.9 | 100.0 | 100.0 |
| More than 3 Years Below | 5.2 | 6.8 | 4.7 | 7.2 | 5.6 | 5.3 |
| 2-3 Years Below | 7.6 | 9.8 | 6.9 | 13.1 | 8.6 | 7.6 |
| ½-2 Years Below | 15.4 | 16.2 | 15.5 | 12.7 | 20.9 | 14.6 |
| ½ Above—½ Below | 33.1 | 21.2 | 36.2 | 32.2 | 29.1 | 28.0 |
| ½-2 Years Above | 21.1 | 18.5 | 22.0 | 16.8 | 19.8 | 20.8 |
| More than 2 Years Above | 17.6 | 27.5 | 14.7 | 17.9 | 16.0 | 23.7 |
| Mexican American | 99.9 | 100.0 | 100.0 | 100.0 | 99.9 | 100.1 |
| More than 3 Years Below | 20.6 | 20.7 | 17.3 | 13.8 | 10.9 | 26.7 |
| 2-3 Years Below | 19.3 | 21.4 | 17.5 | 19.9 | 15.0 | 21.8 |
| ½-2 Years Below | 24.3 | 23.4 | 22.4 | 21.4 | 32.5 | 25.0 |
| ½ Above—½ Below | 20.1 | 21.9 | 25.4 | 18.2 | 25.5 | 13.8 |
| ½-2 Years Above | 10.7 | 7.7 | 12.4 | 14.8 | 11.9 | 8.6 |
| More than 2 Years Above | 4.9 | 4.9 | 5.0 | 11.9 | 4.1 | 4.2 |
| Black | 100.0 | 100.1 | 99.9 | 99.9 | | 100,0 |
| More than 3 Years Below | 12.0 | 26.3 | 9.9 | 16.2 | * | 14.3 |
| 2-3 Years Below | 19.3 | 22.6 | 17.1 | 27.0 | * | 23.2 |
| ½-2 Years Below | 27.0 | 15.8 | 28.0 | 21.6 | * | 26.4 |
| ½ Above—½ Below | 22.3 | 22.6 | 25.1 | 18.9 | * | 16.5 |
| ½-2 Years Above | 12.7 | 4.5 | 12.5 | 10.8 | * | 14.3 |
| More than 2 Years Above | 6.7 | 8.3 | 7.3 | 5.4 | * | 5.3 |
| Indian | | | | | 100.0 | |
| More than 3 Years Below | | | | | 18.0 | |
| 2-3 Years Below | | | | | 11.9 | |
| ½-2 Years Below | | | | | 26.8 | |
| ½ Above—½ Below | | | | | 21.9 | |
| ½-2 Years Above | | | | | 16.2 | |
| More than 2 Years Above | | | | | 5.2 | |

* n too small for analysis

**Table F–6 Reading Achievement by Ethnic Group and State—Percent Distribution***

Grade 12

| READING LEVEL | SOUTH-WEST | ARIZONA | CALI-FORNIA | COLO-RADO | NEW MEXICO | TEXAS |
|---|---|---|---|---|---|---|
| Anglo | 99.9 | 100.0 | 100.0 | 100.0 | 99.8 | 100.0 |
| More than 3 Years Below | 8.9 | 19.2 | 8.1 | 8.7 | 7.4 | 7.5 |
| 2-3 Years Below | 9.9 | 16.6 | 10.3 | 5.8 | 8.5 | 8.8 |
| ½-2 Years Below | 14.9 | 13.3 | 15.7 | 8.6 | 17.9 | 14.6 |
| ½ Above—½ Below | 35.3 | 20.6 | 34.9 | 34.3 | 40.1 | 43.4 |
| ½-2 Years Above | 16.9 | 17.0 | 16.9 | 22.6 | 14.6 | 14.1 |
| More than 2 Years Above | 14.0 | 13.3 | 14.1 | 20.0 | 11.3 | 11.6 |
| Mexican American | 100.0 | 100.0 | 100.0 | 99.9 | 100.0 | 100.0 |
| More than 3 Years Below | 23.8 | 48.2 | 22.1 | 26.8 | 14.1 | 23.0 |
| 2-3 Years Below | 16.4 | 12.9 | 16.6 | 13.6 | 14.2 | 21.0 |
| ½-2 Years Below | 22.4 | 13.5 | 24.1 | 18.7 | 25.4 | 20.7 |
| ½ Above—½ Below | 21.9 | 9.5 | 20.6 | 24.2 | 29.9 | 25.1 |
| ½-2 Years Above | 10.2 | 6.0 | 11.6 | 12.0 | 9.5 | 8.0 |
| More than 2 Years Above | 5.3 | 9.9 | 5.0 | 4.6 | 6.9 | 2.2 |
| Black | 99.9 | 100.0 | 100.1 | 99.9 | * | 100.1 |
| More than 3 Years Below | 33.0 | 52.7 | 18.9 | 21.6 | * | 31.8 |
| 2-3 Years Below | 18.4 | 10.2 | 20.2 | 24.3 | * | 20.6 |
| ½-2 Years Below | 18.3 | 14.0 | 19.6 | 18.9 | * | 19.3 |
| ½ Above—½ Below | 16.8 | 12.1 | 22.2 | 13.5 | * | 16.6 |
| ½-2 Years Above | 6.2 | 4.7 | 10.9 | 16.2 | * | 4.5 |
| More than 2 Years Above | 7.2 | 6.3 | 8.3 | 5.4 | * | 7.3 |
| Indian | | | | | 100.0 | |
| More than 3 Years Below | | | | | 15.0 | |
| 2-3 Years Below | | | | | 47.8 | |
| ½-2 Years Below | | | | | 11.5 | |
| ½ Above—½ Below | | | | | 13.3 | |
| ½-2 Years Above | | | | | 8.9 | |
| More than 2 Years Above | | | | | 3.5 | |

* n too small for analysis

THE EXCLUDED STUDENT

Report III

Educational Practices Affecting
Mexican Americans in the Southwest

May 1972

A report of the United States Commission on Civil Rights

## U.S. Commission On Civil Rights

The U.S. Commission on Civil Rights is a temporary independent bipartisan agency established by Congress in 1957 and directed to:

- Investigate complaints alleging that citizens are being deprived of their right to vote by reason of their race, color, religion, or national origin, or by reason of fraudulent practices;
- Study and collect information concerning legal developments constituting a denial of equal protection of the laws under the Constitution;
- Appraise Federal laws and policies with respect to equal protection of the laws;
- Serve as a national clearinghouse for information in respect to denials of equal protection of the laws; and
- Submit reports, findings, and recommendations to the President and the Congress.

## Members of the Commission

Rev. Theodore M. Hesburgh, C.S.C., *Chairman*
Stephen Horn, *Vice Chairman*
Frankie M. Freeman
Maurice B. Mitchell
Robert S. Rankin
Manuel Ruiz, Jr.

John A. Buggs, *Staff Director-Designate*

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SCHOOL BUS

# THE EXCLUDED STUDENT

## Educational Practices Affecting Mexican Americans in the Southwest

A Report of the
U. S. Commission on Civil Rights

**MAY 1972**

**MEXICAN AMERICAN
EDUCATION STUDY**
Report III

**Photos by:**
Joe Mancias, Jr.,
*U.S. Commission on Civil Rights*
Robert D. Moeser,
*Department of Labor*

## LETTER OF TRANSMITTAL

THE U.S. COMMISSION ON CIVIL RIGHTS
WASHINGTON, D.C.
May 1972

THE PRESIDENT
THE PRESIDENT OF THE SENATE
THE SPEAKER OF THE HOUSE OF REPRESENTATIVES

Sirs:

The Commission on Civil Rights presents this report to you pursuant to Public Law 85-315, as amended.

Continuing its assessment of the nature and extent of educational opportunities for Mexican Americans in the public schools of the Southwest, this third report in the series examines denial of equal opportunity by exclusionary practices.

From information gathered through a Commission hearing in San Antonio, and a survey of schools and school districts in the five Southwestern States of Arizona, California, Colorado, New Mexico, and Texas, in which enrollment was at least 10 percent Spanish surnamed, the Commission has ascertained that deprivation by exclusion is being practiced against Mexican American students in the school districts of those States. These students number more than a million individuals and represent 80 percent of the total Chicano enrollment of the Southwest.

The dominance of Anglo values is apparent in the curricula on all educational levels; in the cultural climate which ignores or denigrates Mexican American mores and the use of the Spanish language; in the exclusion of the Mexican American community from full participation in matters pertaining to school policies and practices.

Although some innovations have been noted which begin to close the gap between the two ethnic groups, the Commission sees immediate need for further enlightened procedures to unify what are now disparate groups in the school systems of the Southwest.

We urge your consideration of the facts presented and the use of your good offices in effecting the corrective action that will enable all Americans to participate equally in the Nation's impressive educational tradition.

Respectfully yours,

Rev. Theodore M. Hesburgh, C.S.C., *Chairman*
Stephen Horn, *Vice Chairman*
Frankie M. Freeman
Maurice B. Mitchell
Robert S. Rankin
Manuel Ruiz, Jr.

John A. Buggs, *Staff Director-Designate*

## Acknowledgments

The Commission is indebted to the following staff members who participated in the preparation and writing of this report under the direction of Dr. Henry M. Ramirez*, Chief of the Mexican American Studies Division of the Commission's Office of Civil Rights Program and Policy:

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This report was prepared under the overall supervision of Martin E. Sloane, Assistant Staff Director, Office of Civil Rights Program and Policy.

The Commission is also grateful to the following staff members, students, and members of the secretarial staff who assisted in the study:

Marlene G. Blansitt**
Bernice Burns**
Edward J. Casavantes
Ruby Chandler
Cecilia E. Cosca
Magdalena C. Duran**
Sally S. Knack
Cecilia M. Preciado**
Betty K. Stradford
Beatrice Tootle
Thomas R. Watson

The Commission is also indebted to Eunice S. Grier**, Director of Research, who provided valuable assistance to the project, and to the Office of Information and Publications which prepared the manuscript for publication under the supervision of Carlos D. Conde,** Director of that Office.

Two consultants to the Study have also been of great assistance in its design, development, and conduct. They are: Dr. Thomas P. Carter, formerly Professor of Education and Sociology at the University of Texas at El Paso, now Dean of Education, Sacramento State College, and author of the recent book *Mexican Americans in School: A History of Educational Neglect* (New York: College Entrance Examination Board, 1970) and Dr. Uvaldo Palomares, President of the Institute for Personal Effectiveness in Children (IPEC) in San Diego, author and co-author of several articles, monographs, specialized study reports, and other publications relative to education for Mexican Americans, and formerly Associate Professor of Educational Psychology at San Diego State College.

From the Study's inception, the Commission has also been assisted by an Advisory Committee composed of the following persons:

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* Now Chairman of the Cabinet Committee on Opportunities for the Spanish Speaking.

** No longer with the Commission.

## PREFACE

This report is the third in a series on Mexican American[1] education by the U. S. Commission on Civil Rights. The main purpose of the Commission's Mexican American Education Study is to make a comprehensive assessment of the nature and extent of educational opportunities available for Mexican Americans in the public schools of the Southwest. These reports focus on the school rather than on the child; they record the policies, practices, and conditions in the school rather than the social and cultural characteristics of the Mexican American children who attend them.

This report examines the way the educational system deals with the unique linguistic and cultural background of the Mexican American student. It looks at: (1) some of the linguistic and cultural problems faced by Mexican American children within the educational system; (2) programs used by some of the schools in attempting to adjust to these problems; and (3) the school's relationship to the Mexican American communities they serve.

### Sources of Information

The information in this report is drawn from several sources. One is the hearing held by the Commission in San Antonio in December 1968. But the principal source is the Commission's Spring 1969 survey of Mexican American education in the five Southwestern States of Arizona, California, Colorado, New Mexico, and Texas. This survey encompassed only those school districts which had an enrollment that was 10 percent or more Spanish surnamed.[2] Two survey instruments were used. A superintendents' questionnaire was sent to all 538 districts in which the enrollment was 10 percent or more Spanish surnamed.[3] These forms sought information from school district offices on such items as ethnic background and education of district office personnel and board of education members, use of consultants and advisory committees on Mexican American educational problems, and availability of, and participation in, in-service teacher training.[4] A total of 532, or 99 percent, of the superintendents' questionnaires was returned to the Commission.[5]

A second questionnaire was mailed to 1,166 principals in elementary and secondary schools within the sampled districts.[6] The sample of schools was stratified according to the Mexican American composition of the school's enrollment.[7] Questionnaires mailed to individual schools requested information on such topics as staffing patterns, condition of facilities, ability grouping and tracking practices, reading achievement levels, and student and community participation in school affairs. Approximately 95 percent of the schools returned questionnaires.[8]

Unless otherwise specified, all statistical data presented in this report are taken from the Commission's Spring 1969 Survey.

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[1] In this report, the term Mexican American refers to persons who were born in Mexico and now reside in the United States or whose parents or more remote ancestors immigrated to the United States from Mexico. It also refers to persons who trace their lineage to Hispanic or Indo-Hispanic forebears who resided within Spanish or Mexican territory that is now part of the Southwestern United States.

Chicano is another term used to identify members of the Mexican American community in the Southwest. The term has, in recent years, gained wide acceptance among young people while among older Mexicans the word has long been used and is now a part of everyday vocabulary. It also receives wide currency in the mass media. In this report the terms "Chicano" and "Mexican American" are used interchangeably.

[2] As this report deals only with the Southwest, the terms Mexican American and Spanish surnamed are used interchangeably. According to a Commission estimate based on figures in the 1960 census, more than 95 percent of all persons in the five Southwestern States having Spanish surnames are Mexican Americans.

[3] Thirty-five districts with 10 percent or more Spanish surnamed enrollment had not responded to HEW in time to be included in the Commission Survey. The majority of these districts were in California.

[4] The superintendents' questionnaire is Appendix A on pp.54 to pp. 58

[5] This includes a 100 percent response from districts in Arizona. In the other States, the following school districts did not respond: Kingsburg Joint Union Elementary, Kingsburg, Calif.; Lucia Mar United School District, Pismo Beach, Calif.; North Conejos School District, La Jara, Colo.; Silver City Consolidated School District No. 1, Silver City, N. Mex.; Edcouch Elsa Independent School District, Edcouch, Tex.; Houston Independent School District, Houston, Tex. Houston Independent School District declined to respond because it was engaged in court litigation involving the district, the Department of Health, Education, and Welfare (HEW), and the U. S. Department of Justice at the time the Commission Survey was made.

[6] The principals' questionnaire is Appendix B on pp. 62 to pp.73

[7] Schools were grouped by percent 0-24.9, 25-49.9, 50-74, 75-100.

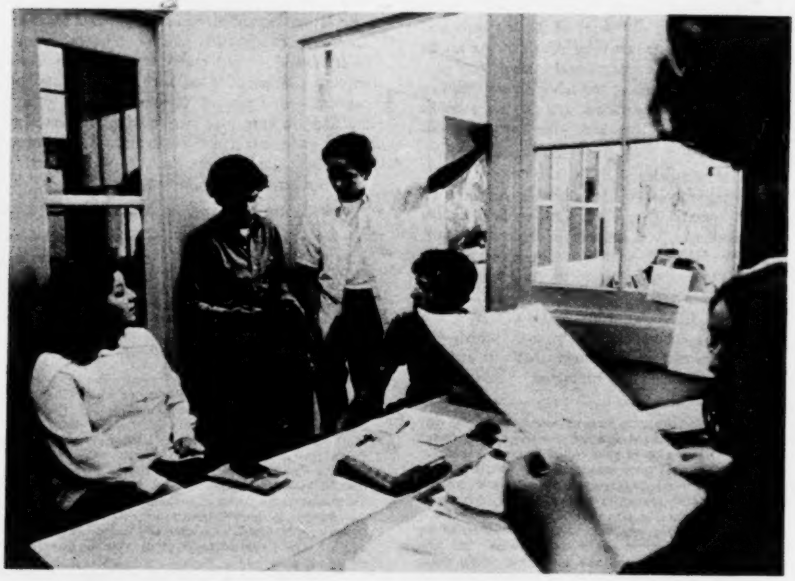
[8] Thirty-three [or 60 percent] of the 56 schools that did not return the principals' questionnaire are in the Houston Independent School District. Had these questionnaires been returned, the response rate of the sampled schools would have been about 98 percent.

### Publications

The results of the Commission's Mexican American Education Study are being published in a series of reports. The first report examined the size and distribution of the Mexican American enrollment; educational staff and school board membership; the extent of isolation of Mexican American students; and the location of Mexican American educators in terms of the ethnic composition of schools and the districts in which they are found.

The second report analyzed the performance of schools in the Southwest in terms of the outcomes of education for students of various ethnic backgrounds, using such measures as school holding power, reading achievement, grade repetition, and overageness.

Subsequent reports will deal with such subjects as school finances, teacher-pupil interaction in the classroom and the relationships between various school practices and the outcomes of education for Mexican Americans.



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## INTRODUCTION

### An Unassimilated Minority

Our system of public education has been a key element in enabling children of various ethnic backgrounds to grow and develop into full participants in American life. During the great waves of immigration to the United States in the late 19th and early 20th centuries, society turned to the schools as the principal instrument to assimilate the millions of children of diverse nationalities and cultures into the American mainstream. By and large, the schools succeeded in accomplishing this enormous task.

In the Southwest, however, the schools have failed to carry out this traditional role with respect to the Mexican American, that area's largest culturally distinct minority group. There are numerous reasons why they have failed. Many are rooted in the history of the Southwest which emphasizes the significant differences between Mexican Americans and other ethnic groups who comprise the rich variety of the American population. What are these differences?

Mexican Americans are not like other ethnic groups who are largely descendents of immigrants who came to this country from across the oceans cutting their ties with their homelands as they sought a new way of life. The earliest Mexican Americans did not come to this country at all. Rather, it came to them. They entered American society as a conquered people following the war with Mexico in 1848 and the acquisition of the Southwest by the United States.[9] Furthermore, most who have crossed the international boundary since then have entered a society which differs little from the culture they left behind on the other side of the border.

For geographical and cultural reasons Chicanos have, by and large, maintained close relations with Mexico. In contrast to the European immigrant whose ties with the homeland were broken, most Mexican Americans who crossed the international boundary after the war with Mexico have continued a life style similar to that which they had always known.

Still another distinction is that many Mexican Americans exhibit physical characteristics of the indigenous Indian population that set them apart from typical Anglos.[10] In fact, some Anglos have always regarded Mexican Americans as a separate racial group.

The dominance of Anglo culture is most strongly apparent in the schools. Controlled by Anglos, the curricula reflects Anglo culture and the language of instruction is English. In many instances those Chicano pupils who use Spanish, the language of their homes, are punished. The Mexican American child often leaves school confused as to whether he should speak Spanish or whether he should accept his teacher's admonishment to forget his heritage and identity.

But this culture exclusion is difficult for the schools to enforce. The Mexican culture and the Spanish language were native to the country for hundreds of years before the Anglo's arrival. They are not easy to uproot. To this day the conflict of cultures in the schools of the Southwest is a continuing one that has not been satisfactorily resolved and is damaging to the Mexican American people.

The deep resentment felt by many Mexican American children who have been exposed to the process of cultural exclusion is expressed in the words of a graduate of the San Antonio school system:

> *"Schools try to brainwash Chicanos. They try to make us forget our history, to be ashamed of being Mexicans, of speaking Spanish. They succeed in making us feel empty, and angry inside.*[11]

### The Current Picture

To what extent are schools practicing cultural exclusion?[12] This report sets out to answer this question by looking at three aspects of the problem: (1) exclusion of the Spanish language; (2) exclusion of the Mexican heritage; and (3) exclusion of the Mexican American community from full participation in school affairs. In the area of language exclusion the study first examines the extent to which Mexican American pupils speak English as fluently as the average Anglo. The report also examines the effectiveness of major programs used by schools to correct English language deficiencies.

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[9] For a more detailed treatment of this topic, see Appendix C, p.76

[10] As used in this report, the term "Anglo" refers to all white persons who are not Mexican Americans or members of other Spanish surnamed groups.

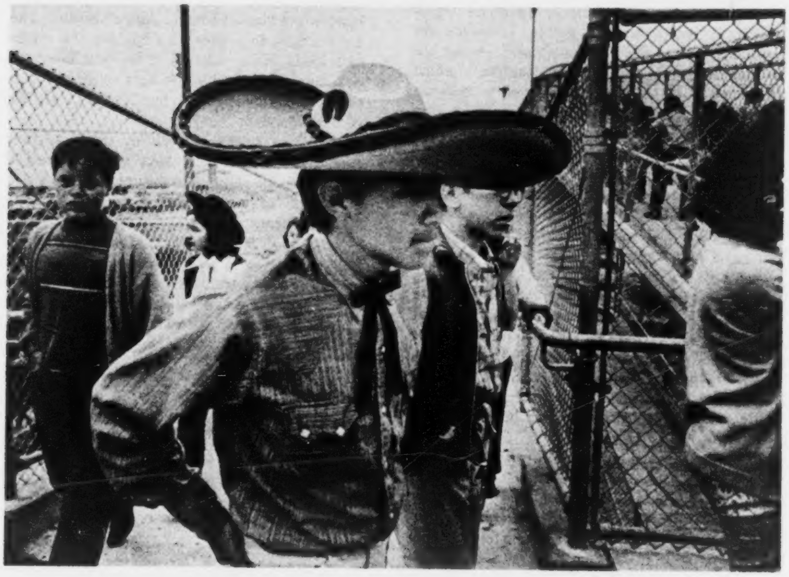
[11] Statement by Maggie Alvarado, student at St. Mary's University in San Antonio, quoted in Steiner, Stan. *La Raza, the Mexican American*, New York: Harper & Row, 1970, pp. 212-213.

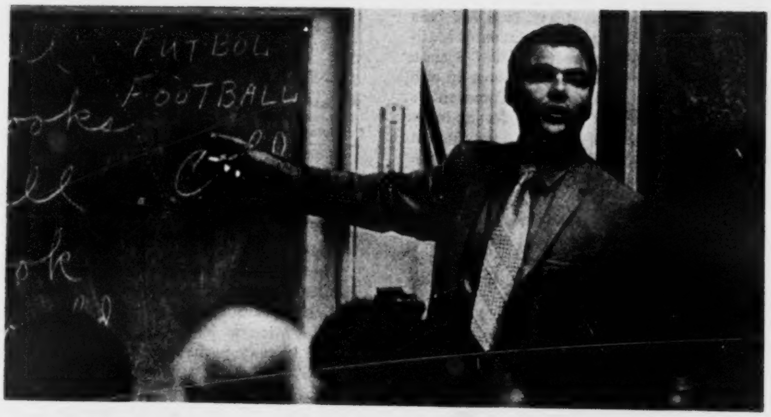
[12] Cultural exclusion as used in this report signifies that the Mexican American child, while engaged in the educational process, is systematically denied access to his language and heritage.

An assessment of current school practices regarding the teaching of Mexican American history is the next area of investigation. Statistical data are developed showing numbers of schools offering, and students receiving, courses in Mexican American history. The type of cultural activities which schools considered relevant to Mexican American parents and students is also described.

In the area of community involvement the report investigates the extent to which school systems of the Southwest utilize the Mexican American community as a resource in their efforts to educate the Mexican American child. This involves scrutiny of the schools' involvement with parents (through notices sent home and PTA activities), community advisory boards, community relations specialists, and employment of experts on Mexican American educational affairs.

Through examination of these three important areas, the report seeks to evaluate the extent to which schools of the Southwest are adapting their policies and practices to the special culture and heritage of the Mexican American child.





## I. EXCLUSION OF THE SPANISH LANGUAGE

### The "Language Problem"

Perhaps the most important carrier of a Nation's culture is its language. Ability to communicate is essential to attain an education, to conduct affairs of state and commerce, and, generally, to exercise the rights of citizenship.

Spanish was the dominant language in the territory that now comprises the Southwestern part of the United States following the conquest of this territory by the United States as a result of the War with Mexico in 1848. As the population in this area changed from one that was predominantly Mexican American to one primarily Anglo, English replaced Spanish as the language of government and commerce.

At the same time, however, the Spanish language continued to be used by the Mexican American population and acted as a viable carrier of culture. Yet, its importance as an educational tool in the acquisition of knowledge by the Mexican American child has never been fully appreciated nor acknowledged by the Anglo majority. One prominent Mexican American educator found the belief persisted "that a foreign home language is a handicap, that somehow children with Spanish as a mother tongue were doomed to failure —in fact, that they were, *ipso facto*, less than normally intelligent."[13]

Another educator has observed more recently:

> *In practice, Mexican American children are frequently relegated to classes for the Educable Mentally Retarded simply because many teachers equate linguistic ability with intellectual ability. In California, Mexican Americans account for more than 40 percent of the so-called mentally retarded.*[14]

**Fluency in English**—Little information is available indicating the extent of language difficulties experienced by the Mexican American child in the schools of the Southwest. Until the Commission's

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[13] Sanchez, George I., "History, Culture and Education," Chapter 1 in Samora, Julian ed. *La Raza, Forgotten Americans*, University of Notre Dame Press, South Bend, 1966, p. 15.

[14] Ortego, Philip D., "Montezuma's Children," *Center Magazine*, November-December, 1970.

Spring 1969 Survey, few, if any, facts had been gathered which indicated the proportion of Mexican American children who spoke only Spanish or who spoke some English but for whom Spanish remained the first language. The Commission's survey sought to fill this gap by collecting information on the number of Mexican American first graders in each school who did not speak English as well as the average Anglo first grader in the schools.[15]

As can be seen in the tabulation below, school principals estimated that nearly 50 percent of the Mexican American first graders in the five Southwestern States do not speak English as well as the average Anglo first grader. In Texas, three out of every five Mexican American school children do not speak English as well as their Anglo counterparts.

| State | Arizona | California | Colorado | New Mexico | Texas | Southwest |
|---|---|---|---|---|---|---|
| Percent of First Grade Mexican American Pupils who do not speak English as well as the average Anglo first grade pupil | 30 | 36 | 27 | 36 | 62 | 47 |

Fluency in English varies depending on the socioeconomic status and ethnic composition of the school. The lower the socioeconomic status of the students in a school and the more Mexican Americans in the school, the less likely the Mexican American first graders are to be able to speak English as well as their Anglo peers. In poor and segregated barrio schools, only 30 percent of the Mexican American children speak English as well as Anglos. In contrast, in high socioeconomic schools where Mexican American children are in the minority, more than 80 percent possess English language skills equal to that of Anglos. (See Figure 1).

**Figure 1—Percent of First Grade Mexican American Pupils Who Do Not Speak English as Well as the Average Anglo First Grade Pupil by Density and Socioeconomic Status**

| Percent of School that is Mexican American | Socioeconomic Status | | | |
|---|---|---|---|---|
| | High | Middle | Low | Total |
| 0-24.9 | 19.4 | 32.4 | 41.0 | 28.4 |
| 25-49.9 | 34.4 | 38.0 | 50.2 | 40.7 |
| 50-74.9 | 26.4 | 36.9 | 51.0 | 42.8 |
| 75-100 | 28.3 | 46.0 | 70.0 | 62.3 |

### "No Spanish" Rules

The lack of appreciation for knowledge of a foreign language as well as concern over a deficiency in English have resulted in several devices by school officials to insure the dominance of the English language in the schools of the Southwest.

Some of the more significant justifications for the prohibition include:

1. English is the standard language in the United States and all citizens must learn it.
2. The pupil's best interests are served if he speaks English well; English enhances his opportunity for education and employment while Spanish is a handicap.
3. Proper English enables Mexican Americans to compete with Anglos.
4. Teachers and Anglo pupils do not speak Spanish; it is impolite to speak a language not understood by all.

Significant data concerning the "No Spanish" rule were gathered by the Commission in its Mexican American Education Survey. Each district was asked about its official policy regarding the prohibition of Spanish.[16] Each sampled school in these districts also was asked if it discouraged the speaking of Spanish in the classroom and/or on the school ground.

Few districts reported an official prohibition of Spanish either on the schoolgrounds or in the classroom. Only 15 of the 532 districts which responded to the survey said that they still had a written policy discouraging or prohibiting the use of Spanish in the classroom. Twelve of these districts were in Texas, one each in Arizona, California, and New Mexico. Ten Texas districts also forbid students to speak Spanish on the schoolgrounds as does the one New Mexico district. All but three of the surveyed districts which had a "No Spanish" rule as a policy also had an enrollment that was 50 percent or more Mexican American. There was no apparent relationship between the size of the district and the existence of the policy.

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[15] See Appendix B, Principals' Questionnaire, Question 25, p.62

[16] See Appendix A, Superintendents' Questionnaire, Question 11, p. 54

The following statement of board policy exemplifies the "No Spanish" rule:

> *Each teacher, principal, and superintendent employed in the free-schools of this state shall use the [English] language exclusively in the classroom and on the campus in conducting the work of the school. The recitations and exercises of the school shall be conducted in the English language except where other provisions are made in compliance with school law.*

This statement, following the Texas Penal Code, was enclosed with the Superintendents' Questionnaire and mailed to the Commission from a school district in Texas. It is an example of the near-total exclusion of Spanish by insistence on the exclusive use of English in school work. Texas continues to go so far as to make it a crime to speak Spanish in ordinary school activities. As recently as October 1970 a Mexican American teacher in Crystal City, Texas was indicted for conducting a high school history class in Spanish, although this case was subsequently dismissed.[17]

Another district in Texas which recently "relaxed" its rule against the use of Spanish enclosed this statement:

> *Effective on September 1, 1968, students were allowed to speak correct Spanish on school grounds and classrooms if allowed by individual teachers. Teachers may use Spanish in classroom to "bridge-a-gap" and make understanding clear.*

It should be noted that the school district only allows the use of "correct" Spanish; this often means only the Spanish that is taught in the Spanish class. Many educators in the Southwest regard the Spanish spoken by Mexican Americans as deficient. Such comments as "the language spoken at home is "pocho", "Tex-Mex", or "wetback Spanish" were often found in the principals response to the questionnaire.

The principals' questionnaires also indicated that a relatively large number of schools, regardless of official school district policy, discouraged the use of Spanish in the classroom and on the schoolgrounds. Based on the survey findings, it is estimated that of a projected total of 5,800 schools in the survey area the policies of approximately one-third discourage the use of Spanish in the classroom. About one-half of these schools—15 percent of the projected total—discourage the use of Spanish not only in the classroom but on the schoolgrounds as well.

Figure 2 presents the results for elementary and secondary schools in each of the five Southwestern States. The prohibition of Spanish, whether in the classroom or on the schoolgrounds, occurred to a similar extent at the elementary and secondary levels, even though the need to draw on knowledge which can be expressed only in Spanish is greatest in the lower grades.

A comparison among States presents sharp differences in the freequency of the use of the "No Spanish" rule. In both elementary and secondary schools, in the classrooms and on the schoolgrounds, Texas leads in frequency of application of the "No Spanish" rule. Two-thirds of all surveyed Texas schools discouraged the use of Spanish in the classroom and slightly more than one-third discourage its use on the schoolgrounds. In the classroom it was applied with at least twice the frequency of most other States. In California there was very little use of the "No Spanish" rule. It was rarely found on California schoolgrounds, and fewer than one-fifth of California schools indicated its use in the classrooms. In all other States about one-third employed it in the classroom and one-tenth on the schoolgrounds.

**Figure 3—Percent of Elementary and Secondary Schools Which Discourage the Use of Spanish in Classrooms (by Density and Socioeconomic Status)**

| Percent of Enrollment that is Mexican American | Socioeconomic Status | | | |
|---|---|---|---|---|
| | High | Medium | Low | Total |
| 0-24 | 15.2 | 30.6 | 31.2 | 24.5 |
| 25-49 | 27.3 | 36.4 | 45.2 | 37.2 |
| 50-74 | 41.7 | 41.4 | 50.0 | 45.3 |
| 75-100 | 25.0 | 34.9 | 53.1 | 46.6 |
| Total | 17.3 | 33.5 | 46.3 | 32.2 |

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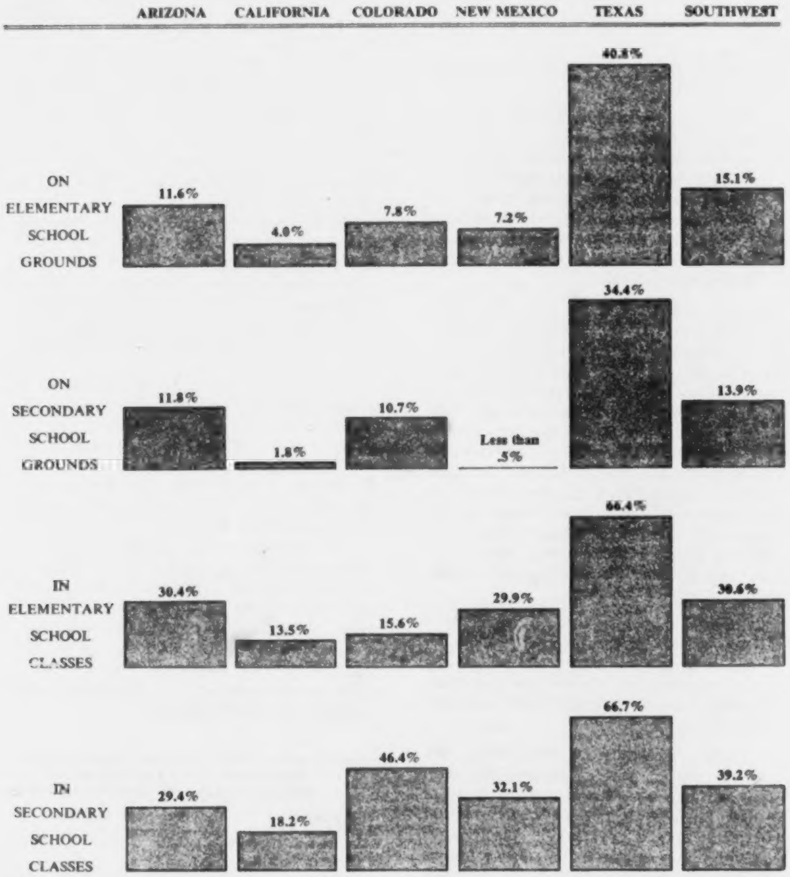
[17] Interview with Jesse Gamez, San Antonio, Texas, attorney for the defendant.

**Figure 2**

**Percent of Schools in Southwestern States Which Discourage Use of Spanish**



BOOKS
BOOKS
NEW BOO
ELIZABETH
BEAUTIFUL CALIFORNIA

There appears to be a relationship between the use of the "No Spanish" rule, the proportion of a school's Mexican American enrollment, and the socioeconomic status (SES) of the school. Figure 3 shows the relationship between ethnic composition, SES, and the frequency of the use of the "No Spanish" rule in the classroom in Southwest schools. Overall, the higher the proportion of Mexican Americans, the greater the probability that the school will have the "No Spanish" rule. Five in every 10 schools serving poor barrios responded that they have a "No Spanish" rule in the classroom. By contrast, in schools where children come from families of high socioeconomic status and where Mexican Americans comprise a low proportion of the enrollment, only about 15 percent of the schools responded that they had a "No Spanish" rule.

### Enforcement of the "No Spanish" Rule

In addition to collecting data on the existence of the "No Spanish" rule in the schools of the Southwest, the Commission also sought information on the means used to enforce the rule. Listed below are school responses on some of the more frequent means of discouraging the speaking of Spanish in the classroom and on the schools' grounds. The percentage of schools with "No Spanish" rules which employ them is also given.[18]

| **Methods of Correction*** | **Percent of Schools**** |
|---|---|
| Suggesting that staff correct those who speak Spanish | 48 |
| Requiring staff to correct those who speak Spanish | 12 |
| Encouraging English | 10 |
| Advising students of the advantages of speaking English | 9 |
| Encouraging other students to correct Spanish speakers | 7 |
| Punishing persistent Spanish speakers | 3 |
| Miscellaneous means of correction | 11 |

Approximately one-half of the schools with the "No Spanish" rule suggested that the staff correct pupils who spoke Spanish. Twelve percent responded that they required staff members to correct students. Of the other reported methods used to discourage the use of Spanish, none was employed by more than 10 percent of the schools who had a "No Spanish" rule. However, a number of schools admitted to punishing persistent Spanish speakers or using other students to correct them.

None of the school principals or staff who responded to the survey admitted to using corporal punishment as a means of dealing with children who spoke Spanish in school. However, at least 3 percent of the schools did admit to actual discipline of the pupils involved. In one case pupils who violated the "No Spanish" rule were required to write "I must speak English in School".

At the San Antonio Hearing one principal testified that in his school—a highly segregated Mexican American school in El Paso, Texas—students who were found to be speaking Spanish during school hours were sent to Spanish detention class for an hour after school.[19] Figure 4 is a reproduction of the violation slip used to place a child in the detention class.

Other forms of punishment are revealed in the following excerpts from themes of one class of seventh grade Mexican American students in Texas. They were written in October of 1964 as part of an assignment to describe their elementary school experiences and their teachers' attitudes toward speaking Spanish in school.[20]

> *If we speak Spanish we had to pay 5¢ to the teacher or we had to stay after school. . . .*
>
> *In the first through the fourth grade, if the teacher caught us talking Spanish we would have to stand on the "black square" for an hour or so. . . .*
>
> *When I was in elementary they had a rule not to speak Spanish but we all did. If you got caught speaking Spanish you were to write three pages saying, "I must not speak Spanish in school". . . .*

---

[18] See Appendix B, Principals' Questionnaire, Question 20.

* The methods of correction or ways to discourage use of the Spanish language listed here and those given in Question 20 of the Principals' Questionnaire differ because a large number of respondents listed methods other than those given in the questionnaire.

** Schools may have answered that they employed more than one of the methods listed so that any school may be included in more than one of the categories. Therefore, it is not possible to combine or add percentages given.

[19] San Antonio Hearing, p. 161.

[20] Communication to the USCCR from Alonzo Perales Texas teacher, 1965.

> *In the sixth grade, they kept a record of which if we spoke Spanish they would take it down and charge us a penny for every Spanish word. If we spoke more than one thousand words our parents would have to come to school and talk with the principal. . . .*
>
> *If you'd been caught speaking Spanish you would be sent to the principal's office or given extra assignments to do as homework or probably made to stand by the wall during recess and after school. . . .*

Although the survey did not uncover instances in which school officials admitted to administering physical punishment for speaking Spanish, allegations concerning its use were heard by the Commission at its December 1968 hearing in San Antonio.

**Figure 4—Reproduction of Violation Slip Used to Place Child in Spanish Detention Class, Texas, 1968**

**VIOLATION SLIP—SPANISH DETENTION**

______________________________ was speaking
(Student's name and classification)
Spanish during school hours. This pupil must report to Spanish Detention in the Cafeteria on the assigned day. (The teacher reporting should place the date on this slip.)

________________ ________________
(Dates to report) (Teacher reporting)
Return this slip to Mr. ______________
or Mr. ____________________ before 3:30 p.m.
9/66

Two San Antonio high school students told of being suspended, hit, and slapped in the face for speaking Spanish.[21] Another young Mexican American, a junior high school dropout, revealed that one of the reasons he left school in the seventh grade was because he had been repeatedly beaten for speaking Spanish.[22]

The reasons administrators and teachers give for prohibiting or discouraging the use of Spanish are numerous and varied. Here is one principal's answer to the Commission recorded on the survey form:

NEW HORIZONS OFFICE

> *Our school population is predominantly Latin American—97 percent. We try to discourage the use of Spanish on the playground, in the halls, and in the classrooms. We feel that the reason so many of our pupils are reading two to three years below grade level is because their English vocabulary is so limited. We are in complete accord that it is excellent to be bilingual or multilingual, but in our particular situation we must emphasize the correct usage of English. All of our textbooks are in English, all the testing is in English, and all job applications are also in English. We do a lot of counseling regarding the importance of learning correct English. We stress the fact that practice makes perfect—that English is a very difficult language to master. Our pupils speak Spanish at home, at dances, on the playground, at athletic events, and at other places they may congregate. We feel the least they can do is try to speak English at school as*

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[21] San Antonio Hearing, pp. 188-189.
[22] San Antonio Hearing, pp. 206-209.

> *much as they possibly can. The problem is a very human one—they express themselves much better in Spanish than in English so they naturally take the easiest course. About two-thirds of the school administrators in this school district are Latin American and there is a demand for more who can handle the English language properly. We try to point this out to our students.*

The reasoning that motivates administrators and teachers to prohibit or discourage the use of Spanish is not always strictly related to the educational needs of the child. At one San Antonio Independent School District junior high school, which had a 65 percent Mexican American enrollment, the Anglo principal testified that he would not be in favor of bilingual instruction past the third grade because:

> *I think they [Mexican Americans] want to learn English. And I think that they want to be full Americans. And since English is the language of America, I believe that they want to learn English.*

During the course of an interview with a staff attorney prior to the hearing, the same principal stated that he would "fight teaching Spanish past the third grade because it destroys loyalty to America.[23]

Some evidence of a change in traditional attitudes toward the speaking of Spanish, however, was provided at the San Antonio Hearing by Dr. Harold Hitt, Superintendent of the San Antonio Independent School District. He testified that his district had changed its policy toward the use of the Spanish language just 3 weeks prior to the hearing. His testimony, in answer to the questions of the Commission's Acting General Counsel, is quoted in part below:

> *Mr. Rubin: Mr. Hitt, what kind of programs have you adopted or do you plan to adopt to overcome the negative attitudes toward Mexican American students which have been suggested by testimony at this hearing?*
>
> *Mr. Hitt: . . . We have attempted to clarify the use of the Spanish language in the schools. . . . I think that we are very concerned with the development of bilingual education. We do have a developmental project and I see this as high on the priority list because I think that our youngsters who do come to school that have some facility with the speaking of Spanish, that by developing the English language, gives them perhaps an edge in terms of their value economically in a profession, or a vocation. And certainly I think that San Antonio offers a real opportunity for us to move toward a multicultural approach, and a bilingual approach both for all the children.*
>
> *Mr. Rubin: I think you mentioned that there was a change in your policy with respect to the use of Spanish in the school, on the school grounds. When did that change occur?*
>
> *Mr. Hitt: In reality I think the—you understand I am having to talk from hearsay—this has been in the process of being changed in practice for some time. However, there was a good deal of confusion, apparently on the part of the staff, in that there were divergent practices within different schools, and also reactions from parent groups that I have been meeting with. And about 3 weeks ago or a little more, we issued a directive to the school principals trying to establish what we felt was a reasonable relationship in this instance. . . .*[24]

Faced by the fact that 47 percent of all Mexican American first graders do not speak English as well as the average Anglo first grader, many educators in the Southwest have responded by excluding or forbidding the use of the child's native language in the educational process. In essence, they compel the child to learn a new language and at the same time to learn course material in the new language. This is something any adult might find unusually challenging.

The next section will discuss the three most important approaches educators use to remedy the English language deficiency of the Mexican American child. These are Bilingual Education, English as a Second Language, and Remedial Reading.

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[23] Staff interview, Dec. 5, 1968.

[24] San Antonio Hearing, p. 273.

## II. PROGRAMS USED BY SCHOOLS TO REMEDY LANGUAGE DEFICIENCIES

### Bilingual Education

In a few places Spanish is now trickling into the schools as a language for learning and the concept of bilingualism is gaining respectability. The U.S. Office of Education has defined bilingual education as follows:

> *Bilingual education is the use of two languages, one of which is English, as mediums of instruction for the same pupil population in a well organized program which encompasses part or all of the curriculum and includes the study of the history and culture associated with the mother tongue. A complete program develops and maintains the children's self-esteem and a legitimate pride in both cultures.*[25]

Bilingual education is a vehicle which permits non-English speaking children to develop to their full potential as bilingual, bicultural Americans. At the same time, it permits English-speaking children to benefit by developing similar bilingual and bicultural abilities and sensitivities.

There is a great deal of confusion about the goals, content, and method of bilingual education. For example, the fundamental differences between bilingual education programs and programs in English as a Second Language are very often misundersood. In a bilingual program, two languages are used as media of instruction. But a program does not qualify as bilingual simply because two languages are taught in it. It is necessary that actual course *content* be presented to the pupils in a foreign language, e.g., world history, biology, or algebra. In addition, there is (or should be) in all of the programs an emphasis on the history and culture of the child whose first language is other than English. For maximum effectiveness, a bilingual program should also be bicultural, teaching two languages *and* two cultures.

---

[25] Programs under Bilingual Education Act (Title VII, ESEA), *Manual for Project Applicants and Grantees,* U.S. Office of Education, Mar. 20, 1970, p. 1.

In Fiscal Year 1969, the Department of Health, Education, and Welfare (HEW) committed $7.5 million for 76 bilingual education programs. (See Figure 5). Sixty-five of the 76 funded programs were for the Spanish speaking and 51 of these were in the Southwest. A breakdown shows that the per pupil expenditure ranged from $188 in Texas to $1,269 in Colorado, where only one program was funded. (See Figure 5A). California received the most money, $2.3 million, but involved only about half as many students as Texas, which received about $2 million.[26]

The figures for Fiscal Year 1970 show a trend toward more bilingual programs, not only for the Spanish speaking but for other language groups as well. There are 59 new programs; all but four of the 76 original ones are still in operation. The total funds almost tripled, showing an increase of $13.7 million, including $7.9 million new money for programs for the Spanish speaking in the five Southwestern States. Per pupil expenditures in these States range from $272 in Texas to $1,110 in Colorado. An important fact is that per pupil expenditure for programs in languages other than Spanish is more than twice that of programs for the Spanish speaking. (See Figure 5B).

With the exception of a few districts in Texas, almost all bilingual education today is offered in small, scattered pilot programs. The Commission estimated that out of well over a million Mexican Americans in districts with 10 percent or more Mexican American enrollment,[27] only 29,000 Mexican American pupils, as well as about 10,000 pupils of other ethnic groups, were enrolled in bilingual education classes when its survey was taken. The breakdown shows the following distribution of students:

| | **Mexican American Students** | **Non-Mexican American Students** |
|---|---|---|
| **Elementary School** | 26,224 | 7,784 |
| **Secondary School** | 2,776 | 2,372 |

While 6.5 percent of the schools in the survey area have bilingual programs, these are reaching only 2.7 percent of the Mexican American student population. In three States—Arizona, Colorado, and New Mexico—they are reaching less than 1 percent of the Mexican American student population. California has programs in more schools, 8.5 percent, but reaches only 1.7 percent of its Mexican American students whereas Texas serves 5.0 percent of its Mexican American students with programs introduced into 5.9 percent of its schools. (See Figure 6).

**Figure 6—Percent of Schools Offering Bilingual Education and the Percent of Mexican American Pupils Enrolled in Bilingual Education Classes by State**

| **State** | **Percent Of Schools** | **Percent of Mexican American Pupils Enrolled** |
|---|---|---|
| Arizona | 0* | 0* |
| California | 8.5 | 1.7 |
| Colorado | 2.9 | .7 |
| New Mexico | 4.7 | .9 |
| Texas | 5.9 | 5.0 |
| Southwest | 6.5 | 2.7 |

*Less than one-half of 1 percent

While some of the programs have a good balance of Spanish speaking and English speaking students, programs also exist whose enrollments are nearly 100 percent Spanish speaking. These are mostly at the elementary school level. This disturbs many of the programs's long-time advocates, who did not envision bilingual education as a new device to segregate Chicano students nor as

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[26] Division of Plans and Supplementary Centers, ESEA, Title VII Branch, U.S. Office of Education, May 1970.

[27] See Appendix E-6 for exact figures.

**Figure 5—FUNDS OBLIGATED BY THE U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE FOR BILINGUAL EDUCATION FY 1969***

| | Funds Obligated | Participants | Number of Programs | Average Per Pupil Expenditures |
|---|---|---|---|---|
| Spanish Speaking | $6,690,314 | 23,788 | 65 | $281 |
| Other | 777,152 | 1,749 | 11 | 444 |
| Total | $7,467,466 | 25,537 | 76 | 292 |

**Figure 5A—STATE BREAKDOWN OF FUNDS, PARTICIPANTS, PER PUPIL EXPENDITURE, AND NUMBER OF PROGRAMS FY 1969***

| State | Funds | Participants | No. of Programs | Average Per Pupil Expenditures |
|---|---|---|---|---|
| California | $2,298,025 | 5,680 | 23 | $ 405 |
| Texas | 2,028,170 | 10,790 | 19 | 188 |
| New Mexico | 333,559 | 1,370 | 4 | 244 |
| Arizona | 224,802 | 757 | 4 | 297 |
| Colorado | 101,500 | 80 | 1 | 1,269 |
| Total | $4,986,056 | 18,677 | 51 | $ 267 |

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* Division of Plans and Supplementary Centers, ESEA, Title VII Branch, U.S. Office of Education, May 1970.

**FIGURE 5B—FUNDS OBLIGATED BY THE U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE FOR BILINGUAL EDUCATION FY 1970***

| | New Programs | Total Number of Programs | Funds Awarded | Estimated Number of Participants | Average Per Pupil Expenditure |
|---|---|---|---|---|---|
| Spanish Speaking | 45 | 108 | $17,731,731 | 47,482 | $ 373 |
| Southwest | 34 | 85 | 12,883,075 | 33,485 | 385 |
| Arizona | 1 | 5 | 641,845 | 1,285 | 499 |
| California | 18 | 41 | 6,467,028 | 12,457 | 519 |
| Colorado | 1 | 2 | 260,823 | 235 | 1,110 |
| New Mexico | 2 | 6 | 636,398 | 1,570 | 405 |
| Texas | 12 | 31 | 4,876,981 | 17,938 | 271 |
| Remainder of Country | 11 | 23** | 4,848,656 | 13,997 | 366 |
| Other | 14 | 23** | 3,449,801 | 4,436 | 778 |
| Total | 59 | 131 | $21,181,532 | 51,918 | $408 |

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*Two programs in each discontinued.

** Information by Division of Plans and Supplementary Centers of ESEA, Title VII Branch, Office of Education, October 1970.

a "compensatory" project for non-English speaking pupils.[28]

Districts throughout the Southwest report a growing need for bilingual teachers for these programs. The Commission estimated the percent of teachers involved in bilingual education programs, as well as the number in in-service training for bilingual education. (As shown in Figure 7). Survey statistics show that only 1.2 percent of Texas' teachers participate in bilingual education programs in that State. The other four Southwestern States show one-half of 1 percent or less.

In all States, many of the teachers working in these programs have had less than six semester hours of training for their assignments. None of the States showed more than 2.0 percent of their teachers taking in-service training for bilingual education during the 1968-69 academic year. Colorado showed no teachers taking in-service training.

An evaluation of the principal features of the first 76 bilingual schooling projects supported by grants under the Bilingual Education Act indicates that "the in-service training components of the 76 projects in most cases consisted of a brief orientation session before the fall term began".[29] The report went on to explain that here is evidence that the "other medium" teachers (those expected to teach some or all of the regular school subject areas through the children's mother tongue) are not adequately prepared to teach in bilingual education programs. In most of the program descriptions, the qualifications for the staff are carefully set forth. Forty-nine of the 76 programs called merely for "bilingualism" or "conversational ability" in the second language. Six stipulated "fluent" bilinguals, while only one or two specified the ability to read, write, and speak the two languages. Some simply state that teachers would be "hopefully" or "preferably" bilinguals.

The evidence indicates that bilingual programs have had little impact on the total Mexican American school population. Despite verbal support from school principals and district superintendents and economic support from the Federal Government, bilingual education reached only 2.7 percent of the Southwest's Mexican American students—about one student out of every 40.

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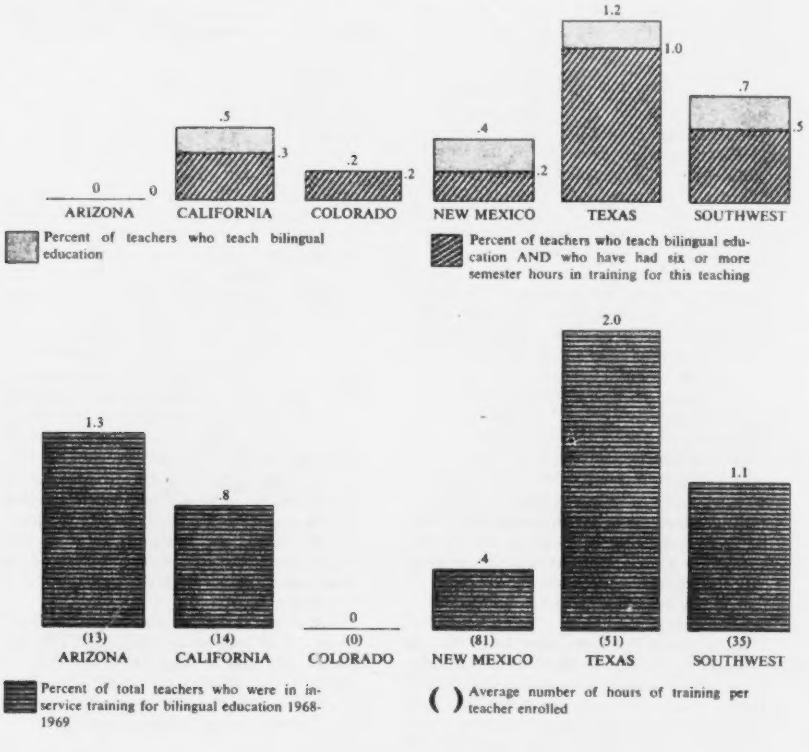
[28] Dr. Albar Pena, Director of Bilingual Education Programs, U.S. Office of Education. Status Report on bilingual education programs given to the Task Force de la Raza at its Albuquerque, N. Mex. conference Nov. 19, 1970.

[29] Gaarder, B., "The First Seventy-Six Programs", U.S. Office of Education, Washington 1970, p. 18.

Figure 7

**Staff Resources Allocated for the Teaching of Bilingual Education by State**



### English As a Second Language

English as a Second Language (ESL) is a program designed to teach English language skills without the presentation of related cultural material. It is taught for only a limited number of hours each week, with English presented to Spanish speaking children in much the same way that a foreign language is taught to English speaking students. The objective is to make non-English speakers competent in English and, by this means, to enable them to become assimilated into the dominant culture. Programs in ESL are very often utilized as a compensatory program for Mexican American students. ESL, a purely linguistic technique, is not a cultural program and, therefore, does not take into consideration the specific educational needs of Mexican Americans as an unique ethnic group. By dealing with the student simply as a non-English speaker, most ESL classes fail to expose children to approaches, attitudes, and materials which take advantage of the rich Mexican American heritage.

A variant of the standard ESL program is the Spanish-to-English "bridge" program. This method uses the child's mother tongue for purposes of instruction as a "bridge" to English, to be crossed as soon as possible and then eliminated entirely in favor of English as the sole medium of instruction. With these the special quarrel is that the bridge very often seems to go only in one direction.[30] Furthermore, because this program deals exclusively with non-English speakers, it provides an invitation for ethnic segregation to occur in schools.

In its survey the Commission found that an estimated 5.5 percent of Mexican American students in the Southwest are receiving some type of English as a Second Language instruction. This is more than twice the proportion receiving bilingual education. A breakdown by States (see Figure 8) shows Texas offering ESL to the highest percentage of Mexican American students—7.1 percent—with Colorado offering it to the lowest—0.9 percent. California has the greatest number of schools offering ESL, 26.4 percent, but the programs reach only 5.2 percent of its Mexican American students.

**Figure 8—Percent of Schools Offering ESL and the Percent of Mexican American Students Enrolled in ESL classes by State**

| State | Percent of Schools Offering ESL | Percent of Mexican American Students Enrolled in ESL |
|---|---|---|
| Arizona | 9.3 | 3.8 |
| California | 26.4 | 5.2 |
| Colorado | 1.9 | .9 |
| New Mexico | 15.7 | 4.5 |
| Texas | 15.8 | 7.1 |
| Southwest | 19.7 | 5.5 |

The study also found that there was a strong correlation between the ethnic composition of schools and the percent of schools and students participating in ESL programs. (See Figure 9).

A distinct rise is found in both the proportion of schools and the number of Mexican American students participating as the Chicano enrollment increases. However, these programs are much more likely to be found in the institution than to be reaching the Mexican American student. That is, a comparatively large number of schools may be providing the program, particularly where the concentration of the Mexican American pupils is the greatest, but these programs are serving only a small proportion of students. Thus, in the Southwest nearly 50 percent of all schools with an enrollment that is 75 percent or more Mexican American have adopted an ESL program, yet less than 10 percent of the Chicanos enrolled in these schools are served by this type of program. It will be recalled that principals in these same schools reported that almost two-thirds of the first grade pupils fail to speak English as well as their Anglo peers.

Staff resources for ESL are limited. Less than 2 percent of all teachers are assigned to ESL programs, and many of these have less than six semester hours of relevant training. (See Figure 10). In the 1968-69 school year only 2.4 percent were enrolled in ESL in-service training.

### Remedial Reading

Remedial reading is a long-established educational concept created to help all students whose reading achievement is below grade level. In the Southwest, low reading achievement has been one of the principal educational problems of the Mexican American student. By the fourth grade, 51 percent of the Southwest's Chicano students are 6

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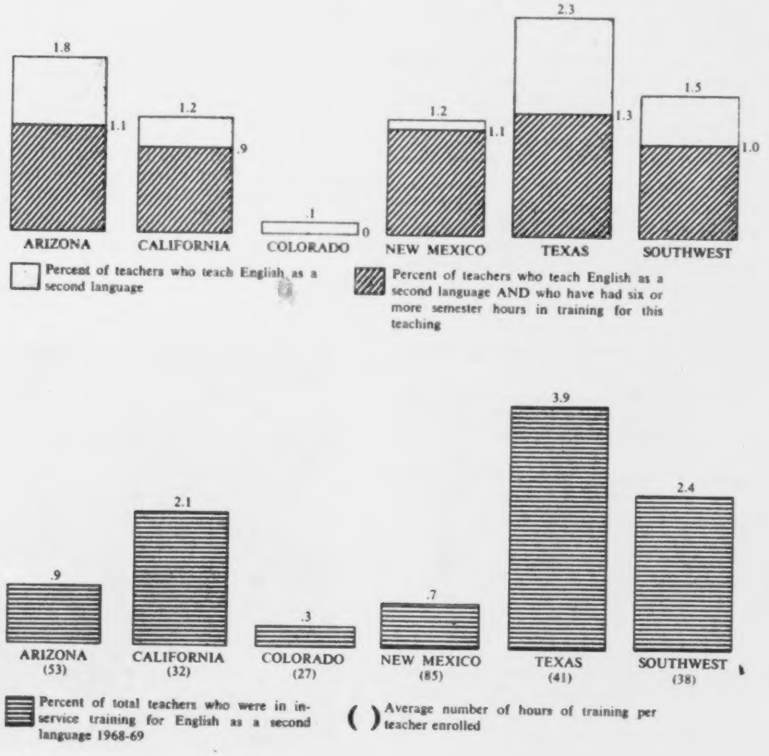
[30] Gaarder, op. cit., p. 2.

Figure 9—Percent of Schools Offering ESL and Percent of Mexican American Students Enrolled in ESL Classes by Percent of Enrollment that is Mexican American

| Percent of Mexican American Enrollment | Percent of Schools Offering ESL | Percent of Mexican American Students Enrolled in ESL |
|---|---|---|
| 0–24.9 | 9.4 | 2.5 |
| 25–49.9 | 27.1 | 4.0 |
| 50–74.9 | 29.1 | 4.7 |
| 75–100 | 46.0 | 9.7 |

**Figure 10**

Staff Resources Allocated for the Teaching of English as a Second Language by State



months or more below grade in reading. Seventeen percent are two or more years behind. By the eighth grade, 64 percent of the Chicano students are 6 months or more behind. Finally by the 12th grade, 63 percent of all Chicano students —those "elite" who are left after an estimated 40 percent have already dropped out along the way —are reading 6 months or more below grade level, with 24 percent still reading at the ninth grade level or below.[31]

Using a strictly monolingual approach, remedial reading receives much better acceptance in practice by educators than either bilingual education or ESL. Many Southwestern schools are providing some form of remedial program to improve the ability of the Mexican American children in the language arts. However, the Study shows that although more than half of the Southwest public schools offer remedial reading courses, only 10.7 percent of the region's Mexican American students are actually enrolled in these classes. There is little variation among States. (See Figure 11). Compared to the number of Mexican American students who are experiencing significant difficulties in reading, a figure which surpasses 60 percent in junior and senior high school, the number receiving attention is quite small. Compared to the number who are receiving Bilingual Education (2.7 percent) or English as a Second Language (5.5 percent), however, the figure is more impressive.

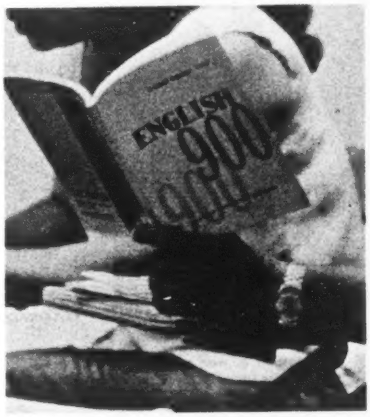
**Figure 11—Percent of Schools Offering Remedial Reading and Percent of Students Enrolled in Remedial Reading Classes, By State**

| State | Percent of All Schools | Percent of All Students | Percent of Mexican American Students |
|---|---|---|---|
| Arizona | 55.8 | 8.6 | 11.4 |
| California | 65.3 | 6.5 | 10.0 |
| Colorado | 58.1 | 7.1 | 11.7 |
| New Mexico | 40.9 | 5.7 | 8.1 |
| Texas | 51.5 | 8.4 | 11.8 |
| Southwest | 58.2 | 7.0 | 10.7 |

Remedial reading is provided to secondary as well as elementary school students and its availability to Mexican Americans is nearly equal at both levels. Elementary schools are providing remedial reading to 10.7 percent of the Chicano students; in secondary schools the figure is 10.6 percent. In each case, it is reaching only one out of every five of these minority students who, by school measurements, need it. Forty-four percent of the Southwest's elementary schools offer no remedial reading at all, while 32 percent of the region's secondary schools fail to offer it.

A look at staff resources (see Figure 12) shows that 3.9 percent of the Southwest's teachers teach in remedial reading programs, with 3.2 percent of them having had six or more semester hours of relevant training. In 1968-69, slightly more than 3 percent were receiving remedial reading in-service training.

In general, remedial reading programs for the Spanish speaking are no different from those addressed to other "disadvantaged" children. Few special programs significantly modify the school; most are intended to adjust the child to the expectations of the school. Remedial reading focuses on achievement which, in a real sense, is not the problem, but rather a *symptom* of the broader problem of language exclusion in the schools.



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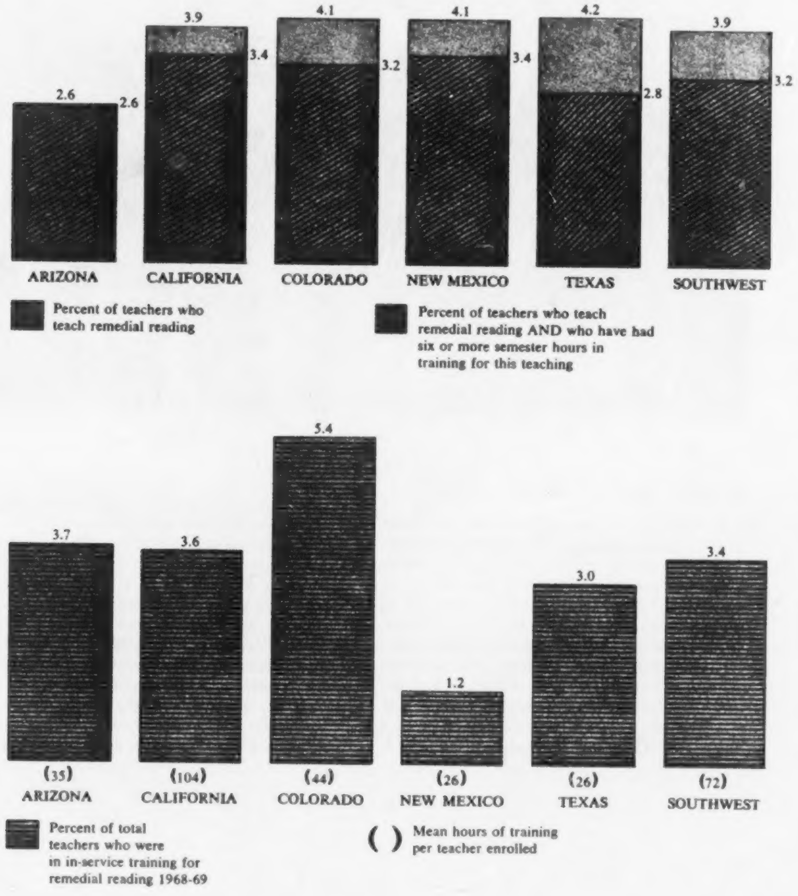
[31] See Report II of this series, p. 25.

**Figure 12**

**Staff Resources Allocated for the Teaching of Remedial Reading, by State**



## III. EXCLUSION OF INDO-HISPANIC HERITAGE

It would be erroneous to assume that there exists a single, distinct, and definable Mexican American "culture". There are significant differences among Mexican American students in the Southwest—differences that reflect variations in geographic area, in socioeconomic status, in levels of acculturation, and in individual personality. Nevertheless, Mexican Americans share common traits, common values, and a common heritage, which may be identified as components of a general Mexican American cultural pattern that set them apart as a distinct and recognizable group. If they are to benefit from the overall educational experience, these qualities must be recognized in educational practices and policies.

A somewhat different type of cultural exclusion, more subtle and indirect than the prohibition of language, is the omission of Mexican American history, heritage, and folklore from the academic curricula. In spite of the rich bicultural history of the Southwest, the schools offer little opportunity for Mexican Americans to learn something about their roots—who they are and where they came from and what their people have achieved. The curriculum in general, and textbooks in particular, do not inform either Anglo or Mexican American pupils of the substantial contributions of the Indo-Hispanic culture to the historical development of the Southwest. As one history teacher at the San Antonio Hearing commented:

> *I think Latin Americans of San Antonio talk so much about their Latin American heritage, their Latin American history, but they actually know very little about it. There's no opportunity that they could possibly learn anything. The Texas history that is taught on the seventh grade level is done within a semester and they have to race through it.*[32]

And Marcos de Leon, a founder and past president of the Association of Mexican American Educators, has charged:

> *Textbook after textbook supports the notion that the early settlers of the Southwest—Spanish and Indian and mixed-blood pioneers who came from Mexico, as well as Indians native to the region—wandered around in confusion until the Anglo-Saxon, with his superior wisdom and clearer vision vaulted the Rocky Mountains and brought order out of chaos.*[33]

Beginning in the early 1960's, Mexican American organizations have become active in protesting against the effect that such degrading textbook distortions make on the minds of Chicano students and their Anglo classmates. Texas was recently the target of a report by its own State Board of Education's Committee on Confluence of Texas Cultures. This group charged the State's public schools with using textbooks containing "an inexcusable Anglo American bias". "This is not a conscious prejudice," the Committee said, "but simply an ignoring of the significance of roles played by people other than those from the United States. The fact that it is not consciously done does not lessen its impact."[34]

The Commission heard testimony at the San Antonio Hearing on the cultural bias of history courses in Texas schools. According to José Vasquez, a former student of Lanier High School in San Antonio:

> *Having been under this teaching of Texas history, to me it is not true Texas history. I am given the impression that the Texas history that is being shown to me is the Texas history of the Anglo here in Texas, not the Texas history of the Mexican American or the Mexicano. It is to show that the Anglo is superior.*[35]

A history teacher in San Antonio High School testified that:

> *Generally speaking, most Texas history courses that are offered are Anglo oriented in regard to that Texas history begins with the Battle of the Alamo, or 1836. I focus on the other extreme of Texas history, the Hispanic period. We begin in 1519 and we go up and through 1836.*[36]

The Anti-Defamation League of B'nai B'rith has conducted a national study of junior and senior high school social studies textbooks and concluded that it had failed to find a single text presenting a "reasonably complete and undistorted picture of America's many minority groups." It characterized the Mexican American as having replaced the black as the Nation's "invisible man".[37]

In order to obtain factual data in this area, the Commission asked both elementary and secondary school principals if their schools offered any special Mexican American "units"[38] in their social studies classes. Only California showed a better than 50 percent positive response in school districts 10 percent or more Mexican American. (See Figure 13). Arizona's secondary schools responded with the lowest figure of 18 percent.

Statistics on schools offering and students enrolled in courses in Mexican American history are even lower. (See Figure 14). Only 4.3 percent of the Southwest's elementary schools and 7.3 percent of the secondary schools include Mexican American History in their curriculum. In Texas only 2.1 percent of the elementary and 1.1 percent of the secondary schools offer this as a course. The Southwest figures for total pupil enrollment in Mexican American History is 1.3 percent for elementary , and 0.6 percent for secondary schools, respectively. (See Figure 14 A)

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[32] San Antonio Hearing, p. 134.

[33] Address given at the third annual convention of Mexican American Educators, 1968.

[34] Report submitted by Consulting Committee on Confluence of Texas Cultures to Texas State Board of Education, April 1970.

[35] Testimony, San Antonio Hearing, p. 199.

[36] *Ibid*, p. 133. For other reference see pp. 134, 138.

[37] New York Times, May 10, 1970.

[38] Unit here is defined as a specific content area of instruction.

**Figure 13**

**Does Your School Provide for Special Units in Mexican, Spanish American, or Hispanic History in Social Studies Classes? Percent "Yes" Responses by State**

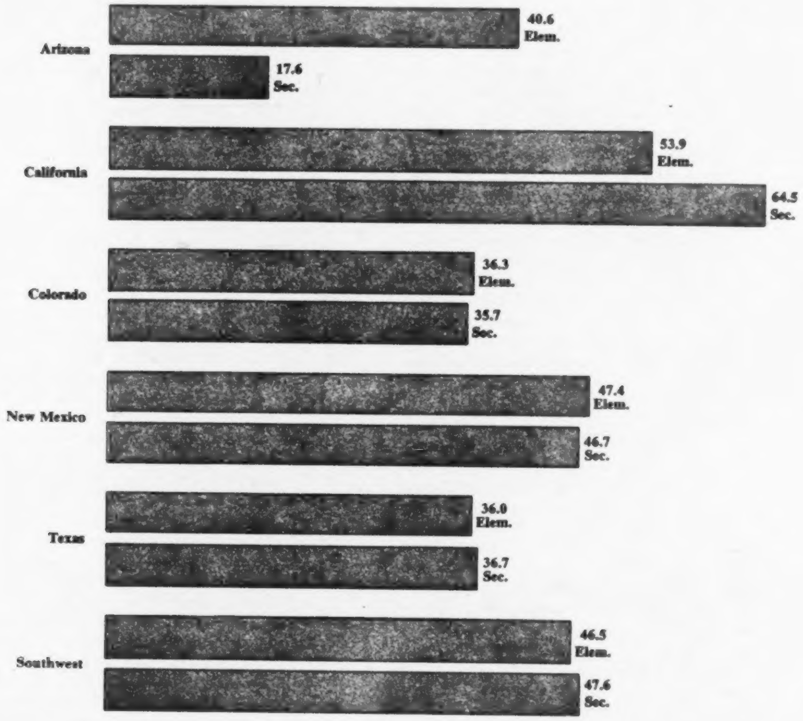
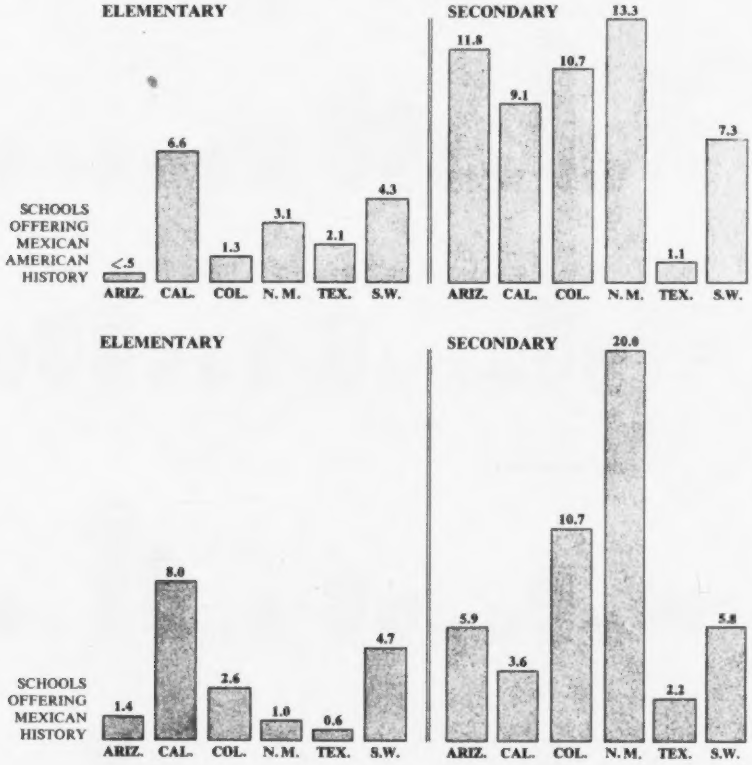
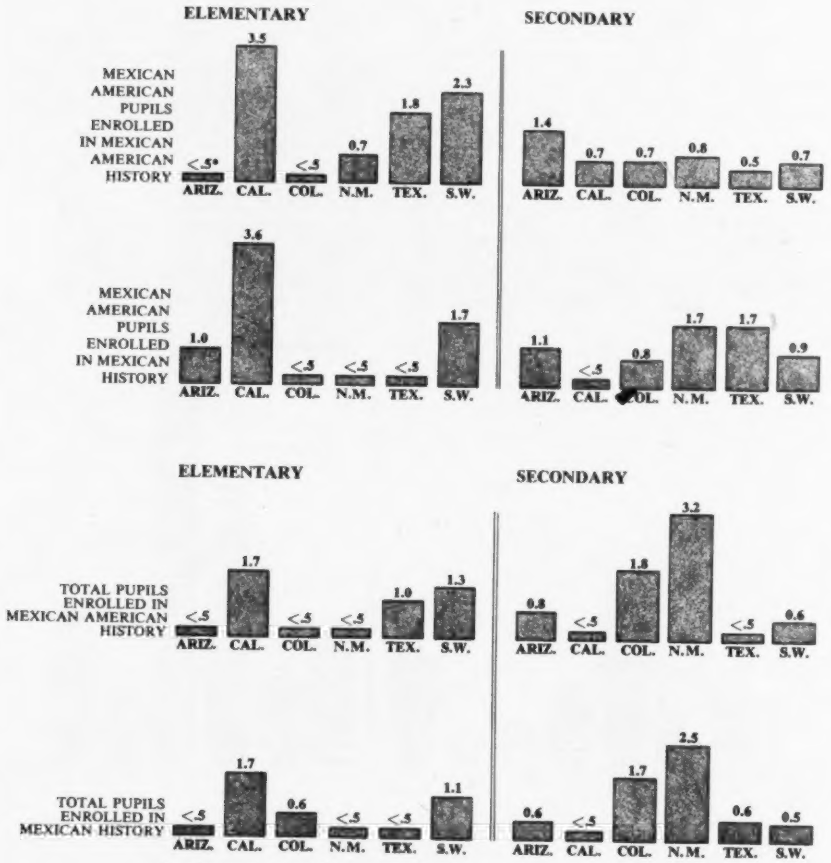


Figure 14

Percent of Elementary and Secondary Schools Offering Mexican and Mexican American History by State



**Percent of Pupils Enrolled in Mexican and Mexican American History by State**



* <: Mathematical symbol denoting "less than."

The elementary pupil enrollment is almost negligible in Arizona, Colorado, and New Mexico—less than one-half of 1 percent.

One explanation for the negligence with which schools treat the Mexican American heritage is that the curriculum is based on the assumption of complete assimilation and acculturation of "foreign" groups. In the view of many who run our system of education, the principal function of the school "is to teach Americanism, meaning not merely the political and patriotic dogma, but the habits necessary to American life—a common language, common tolerances, a common political and national faith." [39]

Thus, even though two cultures co-exist in the Southwest, acculturation is essentially a one-way process in the schools. As one commentator has pointed out, the minority group must embrace the Anglo-American society in its totality, while the majority group is free to "pick and choose" those aspects of the minority heritage which it fancies.[40] The result of this process is "cultural selectivity"—another facet of cultural exclusion.

The "fantasy heritage"[41] exemplifies cultural selectivity in action. It embraces the mythical charm of early California: Spanish food, Spanish music, Spanish costumes, the rancheros, caballeros, and senoritas with gardenias behind their ears. The main trouble with this view of Mexican American life is that it bears no relation to reality, past or present.[42]

Carey McWilliams recalls that for many years it has been a custom in southern California cities like Los Angeles, Santa Barbara, and San Diego for the modern rich and selected descendants of the *Californios*—early Californians—to polish their silver spurs and mount their white horses and relive the State's idyllic yesterday with round after round of parades and fiestas. Then he points out that early California, as recollected by the romanticists, is more fable than fact, and that the original settlers of Los Angeles were two Spaniards, one mestizo, two Negroes, eight mulattoes, and nine Indians. He comments:

> *When one examines how deeply this fantasy heritage has permeated the social and cultural life of the borderlands, the dichotomy begins to assume the proportions of a schizophrenic mania.*[43]

The executive director of the Mexican American Opportunity Foundation, Dionicio Morales, spoke before the Los Angeles City Human Relations Commission in October 1970, and said: "We're tired of wearing costumes on your city hall steps. Let us wear ties at your city hall desks."

The Commission found many vestiges of the "fantasy heritage" in the classrooms of the Southwest. The questionnaires asked school principals what activities they provided relating to Mexican Americans. Their answers indicate that the schools are making efforts to involve the students' culture, but most responses made direct references to the manifestations of culture which stereotype Mexican Americans—eating tacos, dancing, holding fiestas, playing guitars, wearing colorful costumes—and to activities which are not Mexican at all, but Spanish—Flamenco dancing, Spanish foods and music, and the like.

Two hundred and forty-eight school principals provided information concerning specific activities in addition to those listed which they considered relevant to Mexican American parents and students.[44]

Some of the activities listed in the answers reflect a sincere and conscious effort on the part of the schools to provide informative and timely cultural opportunities of high quality for Chicano students and parents:

1. PTA brochures printed in Spanish and English, and parent education groups in Spanish.
2. Ballet Folklorico de Berkeley, the history of Mexico in song and dance, presented bilingually for parents on three TV stations.
3. School dismisses early to permit pupils to join with the people of the community in the celebration of 16 *de septiembre*.

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[39] Brogan, D. W., *The American Character*. New York: Alfred A. Knopf, 1950 pp. 135-36.

[40] Dr. Rudy Acuna, *Culture in Conflict*, Charter Books, Anaheim, Calif., 1970.

[41] The term used by Carey McWilliams in *North from Mexico*, Greenwood Press, Westport, Conn. 1948.

[42] The fantasy heritage idealizes life in the Far West as a gay pageant of leisurely pleasures, guided by kindly mission padres and rich benevolent ranchers (all with Spanish pedigrees) whose generosity, paternal love, and regularly scheduled fiestas endeared them to the humble, somewhat shiftless Indians and Mexicans who tended their crops and rounded up their cattle.

[43] McWilliam, Carey, *North from Mexico*, p. 36.

[44] See Appendix B for full presentation of the results to question 23.

4. There are approximately 1,000 books relative to Mexican American culture in the school library.
5. Mexican American youth organization on campus to promote better relations among the ethnic groups, with 60 members this year.

On the other hand, some schools boasted of activities of dubious value either to the school in general or to Mexican Americans in particular:

1. Mexican dinners every 2 years.
2. The holidays of Mexico are observed in the same way as St. Patrick's Day, holidays of Sweden and Bastille Day and the like.
3. To a limited degree we discuss the war between California and Mexico.
4. There is a program every year for non-English speaking children. This program is done in English.
5. The PTA usually has one Spanish program by natives of Mexico.

The stress is clearly on the exotic rather than the fundamental cultural value system of Mexican Americans. The information does not imply that the schools have incorporated these and other more basic aspects of the culture into the total fabric of the school's curriculum.

Many educators, Mexican American parents, and students are demanding that textbooks and curricula be revised to give a more authentic representation of Mexican American history and culture.[65] In fact, in the last 2 years, a series of confrontations between schools and the Mexican American community has taken place as a result of these grievances. Demonstrations have taken place in the Midwest in Chicago and Kansas City, and in the Southwest in Los Angeles, Denver, Abilene, San Antonio, and Edcouch Elsa, Texas. The lists of demands vary little and always stress the same three factors:

1. Revision of textbooks and curriculum to show Mexican contribution to society;
2. Compulsory teacher training in Mexican cultural heritage;
3. Right to speak Spanish in school.

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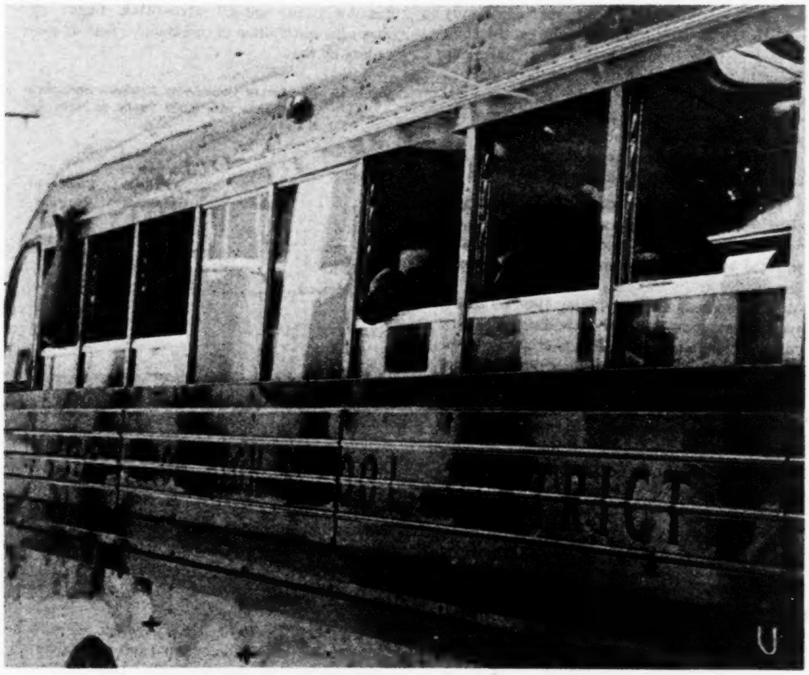
[65] Hearings on Bilingual Education by the Senate Subcommittee on Education, May 1967.



## IV. EXCLUSION OF THE MEXICAN AMERICAN COMMUNITY

Community involvement, a powerful concept which has strongly influenced educational policy, holds that the school must actively shape its own policies and programs to the interests and needs of the local community. There are a variety of communications techniques available to schools by which they can involve the community in schools affairs:

*Notices sent home*
*Citizen participation in school study and advisory groups*
*Newspapers, radio, and television speakers' bureau*
*Community relations specialists*
*Parent-Teacher organizations*

In order to determine the extent to which the schools are seeking to involve the Mexican American community this study looked at four specific areas of community involvement.

### Community Relations Specialists

The community relations specialist is a relatively new breed of public servant designed to make government more responsive to the needs of the people. Whether he works for a school district, a police department, a mayor, or a Governor, his powers are generally limited to those of persuasion. He works with all segments of society, the status quo adherents and the militants, the establishment reformers, and the community activists. He is described, depending on the point of view of those describing him, as a "buffer, an ombudsman, a revolutionary, a sellout and an apologist for the system".[46] He is an essential middleman in most Mexican American communities today, for in these times of social tension it is the community relations specialist whose job it is to keep the lines of communication open.[47]

The employment of a community relations specialist is an indication of awareness by the educational institution of its need for communicating with the Mexican American population to inform and involve it.

The Commission's Study, using 1968-69 school year figures, shows that very few districts employ community relations specialists. According to the Survey results, 84 percent of the districts did not employ them. Such positions have been established almost entirely in large school districts. In the 271 surveyed districts with less than 3,000 pupils, only 10 employed community relations specialists. In those surveyed districts with 3,000 students or more, there were 113 community relations specialists: 50 were Anglo; 36 were Mexican American; and 27 were black. Figure 15 shows the distribution of community relations specialists by State.

**Figure 15—Number of Community Relations Specialists In Districts with 3,000 Pupils or More By State**

| States | Number of Community Relations Specialists | Number of Districts |
|---|---|---|
| Arizona | 6 | 16 |
| California | 84 | 133 |
| Colorado | 5 | 10 |
| New Mexico | 6 | 17 |
| Texas | 12 | 85 |
| Southwest Total | 113 | 261 |

Despite the need, most school systems have not established this type of communication with the barrio. In fact, Figure 16 shows that only 10 are found in predominantly Mexican American school districts.

From these data it can be ascertained that the schools are excluding the Mexican American community from the type of communication and involvement that a community relations specialist can provide.

### Contacts With Parents

On May 25, 1970, HEW notified all school districts in the Nation which have more than 5 percent national origin-minority group children that:

> *School districts have the responsibility to adequately notify national origin-minority group parents of school activities which are called to the attention of other parents. Such notice in order to be adequate may have to be provided in a language other than English.*[48]

How do the Southwestern public schools attempt to communicate with the Spanish speaking parents of their students? In its survey the Commission sought information on two common contacts which parents have with the teachers and administrators of their children's school: notices sent home and PTA meetings.

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[46] Statement of Arturo Franco, Community Relations Specialist; Rio Hondo College, Calif., December 1970, Los Angeles State College Conference of EOP Directors.

[47] The role of the community relations specialist has generally been defined by superintendents to include the following functions:

1. Does school-community liaison work requiring knowledge of all segments of the community as well as school organization, school goals and policies and other agencies that deal with students or parents through the school organization.
2. Has talent for use of diplomacy and tact in defining specific social problems and in bringing them to the attention of the proper school officials, community agencies, or individuals involved.
3. Assists in resolving problems in the best interest of the student, consistent with policies of the district and forwarding good community relations.
4. Assists individual schools in organizing parent advisory groups.
5. Should be bilingual and/or a member of the minority group to be served.
6. Disseminates information relating to bilingual-bicultural programs, their intent and directives and objectives.
7. Demonstrates cultural awareness features, techniques, and services of program through audio-visual aids to parents and other members of the community.
8. Is familiar with community services available for information of the program participants and the community. These services include such items as recreation facilities, educational radio and TV programs, adult education centers.
9. Organizes in-service awareness programs.

[48] See Appendix D for complete text.

**Figure 16—Number of Community Relations Specialists in Districts with Enrollments of 3,000 or More by Ethnic Compositions of Districts**

| Percent Mexican American Enrollment | 10-23.3 | 23.4-36.7 | 26.8-49.9 | 50-100 | TOTAL |
|---|---|---|---|---|---|
| Number of Districts | 132 | 54 | 26 | 41 | 253* |
| Number of Community Relations Specialists | 78 | 19 | 5 | 10 | 112** |
| Number of Mexican American Community Relations Specialists | 25 | 7 | 2 | 2 | 36 |

*The eight districts with more minority pupils (other than Mexican American) than Anglo pupils have been excluded from the first three columns.

**Out of 113 community relations specialists, one was employed in one of the eight districts above.

### Notices Sent Home

Schools maintain a constant flow of information to parents concerning school activities. Information is provided to the parents most often through the mail or through notices sent home with the children. Notices sent home deal with such items as changes in the school lunch program, modification of the dress code, disciplinary action against a child, and curricular changes or rules and regulations.

According to preliminary estimates by the U.S. Bureau of the Census, there are more than four million persons in the Southwest who identify Spanish as their mother tongue. At least 60 percent of these report that Spanish is still the principal language spoken in their home.[40] Yet only about 25 percent of the elementary schools and 11 percent of the secondary schools send notices in Spanish to parents. (See Figure 17-18).

Parents who have children in schools with a high concentration of Mexican Americans are much more likely to receive written notification of school activities in Spanish than are those parents whose children attend less segregated schools. In elementary schools, 65 percent of the schools with 75-100 percent Mexican American student population send notices in Spanish, while only 9.1 percent of those schools with 0-24 percent Mexican American students send notices in Spanish. (See Figures 17). Yet almost 170,000 (22 percent) of all Mexican American elementary pupils are to be found in the survey area schools with 0-24 percent Mexican American enrollment.

**Figure 17—Percentage of Elementary Schools in Districts 10 Percent or More Mexican American Which Send Notices in English Only or in Spanish and English by Percent of School Population That Is Mexican American, Southwest.**

| | English Only | Spanish & English |
|---|---|---|
| 0-24 | 90.9% | 9.1% |
| 25-49 | 65.1 | 34.9 |
| 50-74 | 64.7 | 35.3 |
| 75-100 | 35.2 | 64.8 |
| **Total Southwest** | 75.2 | 24.8 |

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[40] U.S. Bureau of the Census, *Persons of Spanish Origin*, November 1969, PC-20, No. 213, February 1971, Tables 9 and 13.

Secondary schools reveal a similar pattern. While approximately one-third of the secondary schools with a 75-100 percent Mexican American enrollment sent notices home in English and Spanish, less than 6 percent of the secondary schools 0-25 percent Mexican American did so. (See Figure 18.) Nevertheless, these schools contain more than 30 percent (90,000) of the Chicano pupils in the survey area.

Among the States only in California and Texas do as many as 25 percent of the elementary schools send out notices in Spanish and English. In Colorado less than 7 percent (about one in 15) send out such notices. At the secondary level, proportions are much smaller. In two States, Arizona and Colorado, none of the secondary schools surveyed reported that they send out notices in both languages. (See Figures 19A and 19B.) These data indicate the failure of the Southwest schools to communicate in Spanish with a large proportion of the Spanish speaking parents. The HEW memorandum of May 1970 points out that failure to communicate with Spanish speaking parents in a language they understand has the "effect of denying equality of educational opportunity to Spanish-surnamed pupils." The Department defines this as a practice which violates the Civil Rights Act of 1964. (See Appendix D.)

**Figure 18—Percentage of Secondary Schools in Districts 10 percent or More Mexican American Which Send Notices in English Only or in Spanish and English, by Percent of School Population That is Mexican American, Southwest.**

| | English Only | Spanish & English |
|---|---|---|
| 0-24 | 94.1% | 5.9% |
| 25-49 | 86.8 | 13.2 |
| 50-74 | 66.7 | 33.3 |
| 75-100 | 64.7 | 35.3 |
| **Total Southwest** | 88.6 | 11.4 |

### PTA Meetings

Parent-Teacher meetings provide another opportunity for the flow of important information regarding the school and the students. Parents who do not understand English may find themselves excluded from full participation in parent-teacher meetings where only English is used.

The Commission found that about 8 percent of the surveyed elementary schools and about 2 percent of the secondary schools use Spanish in conducting PTA meetings. In fact, none of the secondary schools in Arizona, Colorado, or New Mexico reported using Spanish in PTA meetings. (See Figures 19C and 19D.)

Figure 19A

Percentage of Schools in Districts 10 Percent or More Mexican American Which Send Notices Home in Spanish as Well as English—Elementary

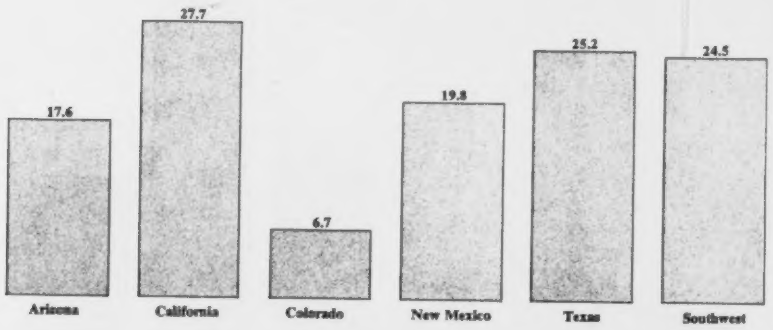
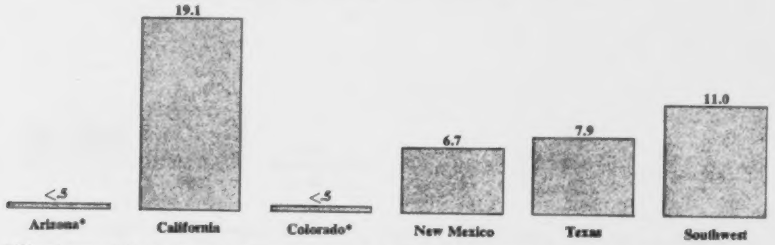


Figure 19B

Percentage of Schools in Districts 10 Percent or More Mexican American Which Send Notices Home in Spanish as Well as English—Secondary



*Although none of the schools surveyed reported that they send notices home in Spanish, some schools not surveyed in these States may follow this practice.

Figure 19C

**Percentage of Schools in Districts 10 Percent or More Mexican American Which Conduct PTA Meetings in Both Spanish and English—Elementary**

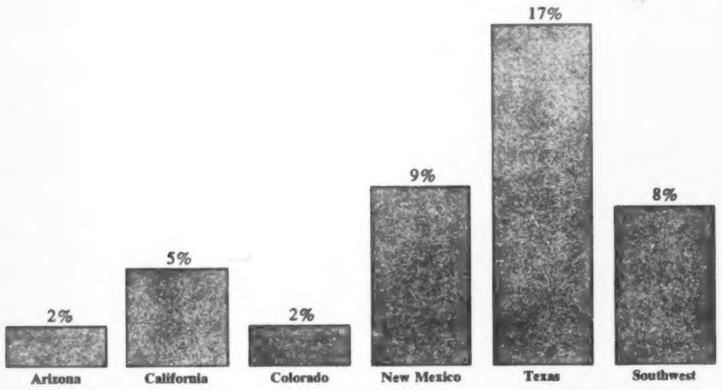
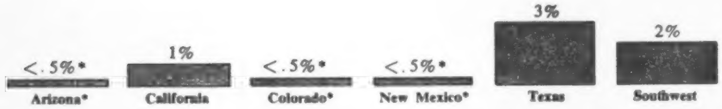


Figure 19D

**Percentage of Schools in Districts 10 Percent or More Mexican American Which Conduct PTA Meetings in Both Spanish and English—Secondary**



*Although none of the schools surveyed reported that they hold PTA meetings in Spanish as well as English, some of the schools not surveyed in these States may follow this practice.

### Community Advisory Boards

The community advisory board is another technique available to educational systems for involving the Mexican American barrios of the Southwest. Normally, such boards are comprised of persons chosen for their ability to reflect and articulate community needs and views. School districts generally establish their own criteria for selecting and approving the members. Usually, persons selected reside and work in the community. These boards are frequently used to assist school officials in such areas as school building programs, new curricula, dress and behavior standards, and joint community-school narcotics education and prevention programs. The Commission, in its Survey, sought to determine the extent to which school districts utilized community advisory boards to deal with problems of Mexican American education.

The results indicate that only one district in four actually has a community advisory board on Mexican American educational affairs. Moreover, those few districts that choose this type of community involvement usually hold infrequent meetings. Less than 7 percent of the advisory boards met more than five times during the school year 1968-69. (See Figure 20).

**Figure 20—Utilization by School Districts of Advisory Boards on Mexican American Educational Affairs**

| Category | School Districts by Percent of Enrollment which is Mexican American | | | | |
|---|---|---|---|---|---|
| | 10-23% | 24-37 % | 38-49% | 50-100% | Total% |
| No Advisory Boards | 74.9 | 78.2 | 66.9 | 73.9 | 74.9 |
| Advisory Boards met 1 time | 2.4 | 4.6 | 1.4 | 3.1 | 2.9 |
| Advisory Boards met 2 to 5 times | 15.2 | 13.8 | 23.0 | 15.5 | 15.4 |
| Advisory Boards met 6 to 15 times | 6.6 | 3.3 | 8.6 | 6.4 | 6.0 |
| Advisory Boards met more than 15 times | 0.9 | — | — | 1.0 | 0.7 |
| TOTAL | 100.0 | 99.9 | 99.9 | 99.9 | 99.9 |

Of the five States, California has the greatest percentage of districts with community advisory boards on Mexican American Educational Affairs (See Figure 21). However, only 30 percent of such boards in California met more than five times in 1968-69. In New Mexico and Texas, less than one district in 10 has an advisory board of this type.

**Figure 21—Percent of Districts by State Which Recognize, Appoint, or Elect Advisory Boards on Mexican American Educational Affairs, by State**

| Arizona | California | Colorado | New Mexico | Texas | Southwest |
|---|---|---|---|---|---|
| 29.0 | 42.2 | 18.0 | 8.5 | 9.3 | 25.1 |

Figure 22 shows that the smaller the school district, the less likely there is to be an advisory board.

**Figure 22—Districts by Size Which Do Not Have Advisory Boards on Mexican American Educational Affairs**

| Size of District | Percent Without Boards |
|---|---|
| 3,000 students or more | 62.1 |
| 1,200-2,999 students | 75.2 |
| 600-1,199 students | 82.6 |
| 300-599 students | 86.4 |

The districts with advisory boards were also asked to indicate what recommendations the advisory boards had made to their superintendents. Seven possibilities were listed, with space to indicate any additional recommendations.

1. Change the curriculum to make it more relevant for Mexican Americans (recommended by 45.2 percent of the community boards).
2. Provide in-service teacher training in Mexican American history or culture or in bilingual education or English as a Second Language (recommended by 38.2 percent of the boards).
3. Employ Spanish surnamed teachers or administrators (recommended by 34.2 percent of the boards).

The importance given to these three recommendations demonstrates widespread community concern over the failure of the schools to include adequately the cultural and linguistic backgrounds of the Mexican American child.

In districts which are predominantly Mexican American, the community representatives listed the in-service training of teachers in Mexican American history and culture as their chief concern. Fifty-seven percent of the community advisors in the large [3,000 students or more] districts mentioned relevant curriculum as a major priority.[50]

Almost half of the 155 districts with advisory boards listed recommendations in addition to those specified in the questionnaire. Among those which were mentioned more than a few times were use of teachers' aides, expanded early childhood education, improved school-community relations, and better physical facilities.

Some other specific recommendations were:

- Dissemination of information relative to the availability of scholarships.

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[50] See Appendix F for additional information on advisory board recommendations.

- Bilingual summer programs using bilingual high school students as tutors.
- Use of culture-free tests.
- Utilization of community aides in guidance services.
- Development of suitable instruments for accurately measuring the intelligence and learning potential of Mexican Americans.

In view of the value of the recommendations, it is particularly unfortunate that most school districts exclude the resource of barrio participation in determining solutions and in assessing community needs.

### Educational Consultants

When school districts lack competence in a field, they seek out consultants. They hire them from private firms and universities to supplement specialists provided by the county and State for specific interest areas. For availability on matters ranging from school finance to sex education, consultants are as close as the telephone on a superintendent's desk.

In their continuing effort to improve the quality of education, school districts spend hundreds of thousands of dollars annually for the services of consultants. In recent years a growing number of specialists in Mexican American education has developed in the Southwest. A district preferring to use a private consultation firm can, generally, take advantage of funds available under the 1965 Elementary and Secondary Education Act to get part or full reimbursement of the expenses.[31]

Yet, in spite of their availability, specialists on Mexican American educational affairs are seldom employed by school districts in Southwest, according to figures gathered in the course of the Commission's study. During the 1968-69 school year, 82 percent of the Southwest's districts with Mexican American enrollment ranging from 10 to 100 percent employed *no* consultants on Mexican American affairs. (See Figure 23). Paradoxically, those districts with less than 50 percent Mexican American student enrollment were more receptive to hiring consultants than were those with majority Mexican American enrollment, where the educational crisis is most severe. Only 5 percent of all districts hired consultants for more than 10 days per year.

**Figure 23—Utilization by School Districts of Educational Consultants on Mexican American Affairs by Percent of Enrollment That is Mexican American Southwest 1968-69**

| Category | Percent Mexican American Enrollment 10-23% | 24-37% | 38-49% | 50-100% | TOTAL % |
|---|---|---|---|---|---|
| No Consultants Employed | 81.9 | 79.9 | 75.6 | 85.2 | 81.8 |
| Consultants employed 1 day | 5.0 | 3.0 | 4.5 | 3.0 | 3.8 |
| Consultants employed 2-4 days | 5.6 | 7.2 | 8.3 | 3.9 | 5.9 |
| Consultants employed 5-7 days | 1.3 | 2.8 | 1.1 | 1.2 | 1.6 |
| Consultants employed 8-10 days | 1.8 | 2.8 | 4.9 | 1.2 | 2.2 |
| Consultants employed more than 10 days | 4.3 | 4.3 | 5.6 | 5.4 | 4.7 |
| TOTAL | 99.9* | 100.0 | 100.0 | 99.9* | 100.0 |

*Sum of column does not add to 100 percent due to computer rounding.

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[31] See Section 116.7c of Elementary and Secondary Education Act Regulations, Title I.

Large districts relied on consultants to a much greater degree than smaller ones. Thirty-five percent of those districts with 3,000 or more students employed consultants while less than 5 percent of those districts with fewer than 600 pupils employed them. (See Figure 24).

**Figure 24—Utilization by School Districts of Educational Consultants on Mexican American Affairs by Size of District Enrollment Southwest 1968-69**

| Category | Size of School District Enrollment<br>more than 3,000 | 1,200-2,999 | 600-1,199 | 300-599 | |
|---|---|---|---|---|---|
| No Consultants Employed | 65.5 | 83.6 | 90.7 | 95.3 | 81.8 |
| Consultants employed 1 day | 5.8 | 5.0 | 1.2 | 2.3 | 3.8 |
| Consultants employed 2-4 days | 9.7 | 5.0 | 4.7 | 2.3 | 5.9 |
| Consultants employed 5-7 days | 3.5 | 0.7 | 1.2 | — | 1.6 |
| Consultants employed 8-10 days | 4.7 | 2.9 | — | — | 2.2 |
| Consultants employed more than 10 days | 10.9 | 2.9 | 2.3 | — | 4.7 |
| TOTAL | 100.1* | 100.1* | 100.1* | 99.9* | 100.0 |

*Sum of column does not add to 100 percent due to computer rounding.

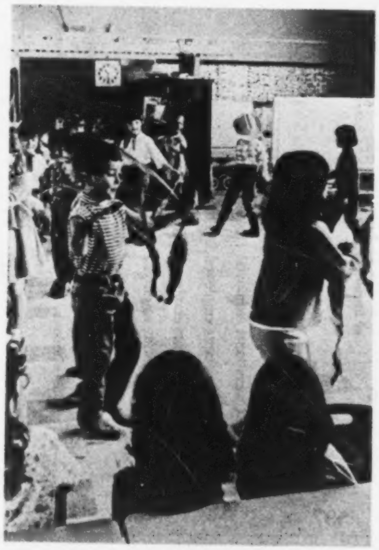
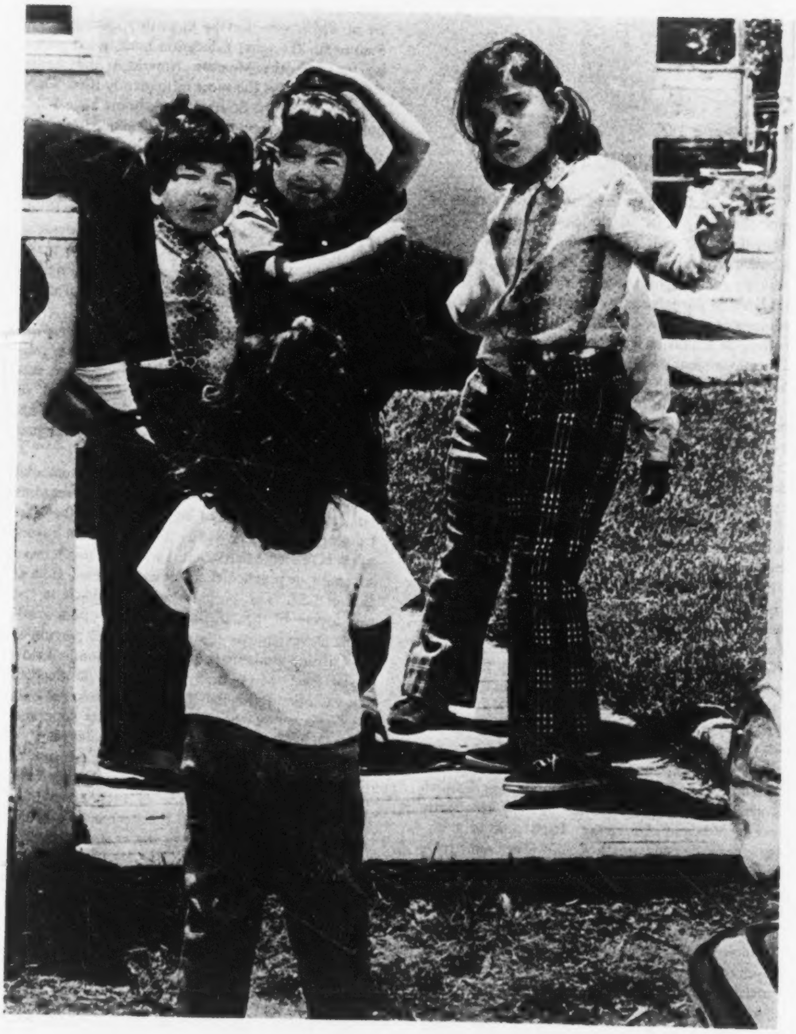


Figure 25 presents by State essentially the same conclusion: that school districts are not availing themselves of experts who can help them determine and resolve their serious educational failures in educating Mexican Americans. California has the best record with 29 percent of its districts employing consultants on Mexican American educational affairs.

**Figure 25—School Districts Not Employing Educational Consultants on Mexican American Affairs by State, School Year 1968-69.**

| State | Percent of all school districts which employed no consultants | Percent of school districts with enrollments 50 percent or more Mexican American which employ no consultants |
|---|---|---|
| Arizona | 90.0 | 74.4 |
| California | 71.2 | 81.4 |
| Colorado | 87.4 | 62.5 |
| New Mexico | 89.3 | 96.8 |
| Texas | 89.3 | 86.5 |

The spotty use of experts on Mexican American educational affairs reveals that educators are practicing still another form of exclusion of the barrio community.



## SUMMARY

The basic finding of the Commission's study is that school systems of the Southwest have not recognized the rich culture and tradition of the Mexican American students and have not adopted policies and programs which would enable those students to participate fully in the benefits of the educational process. Instead, the schools use a variety of exclusionary practices which deny the Chicano student the use of his language, a pride in his heritage, and the support of his community.

The suppression of the Spanish language is the most overt area of cultural exclusion. Because the use of a language other than English has been cited as an educational handicap as well as a deterrent to Americanization, schools have resorted to strict repressive measures. In spite of the fact that nearly 50 percent of the Mexican American first graders do not speak English as well as the average Anglo first grader, they are often compelled to learn a new language and course material in that language simultaneously during the first years of their educational experience.

One-third of the schools surveyed by the Commission admitted to discouraging Spanish in the classroom. Methods of enforcing the "No Spanish Rule" vary from simple discouragement of Spanish to actual discipline of the offenders.

There are various programs which may be used by schools as a means of meeting the English language difficulty encountered so frequently among Mexican Americans. Each reflects a distinct attitude and methodology for remedying English language deficiencies. The three most important programs are Bilingual Education, English as a Second Language, and Remedial Reading.

Bilingual Education is the only program which requires a modification of the traditional school curriculum. It is also the program which best utilizes both the bilingual and bicultural aspects of the children involved. In Fiscal Year 1969, HEW committed $7.5 million for 76 bilingual programs, 51 of which were for the Spanish speaking in the Southwest. Bilingual Education holds great promise for both the Mexican American and Anglo students, yet it is the most infrequently used. Only 6.5 percent of the Southwest's schools have bilingual programs, and these are reaching only 2.7 percent of the Mexican American student population—only one student out of nearly 40.

Programs in English as a Second Language (ESL) are much more limited in scope than Bilingual Education and also less effective for Mexican Americans. The sole objective of ESL is to make non-English speakers more competent in English. No effort is made to present related cultural material.

Unlike Bilingual Education, ESL requires no modification of the school curriculum. An estimated 5.5 percent of the Mexican American students in the Southwest receive some kind of instruction in English as a Second Language. This is about twice as many as are receiving Bilingual Education.

Of the three program discussed, Remedial Reading is the most limited in scope. It requires no change in the school curriculum and the least training of teachers. Using a strictly monolingual approach, Remedial Reading has been much more accepted in practice than either Bilingual Education or ESL. This program addresses itself to just one aspect of the language problem—poor reading achievement. By the 12th grade, 63 percent of all Chicano students read at least 6 months below grade level. More than half of the Southwest's schools offer Remedial Reading courses, yet only 10.7 percent of the region's Mexican American students are actually enrolled in these classes.

A close examination of the nature and use of these three programs reveals several interesting facts. The frequency of use of each program is inversely proportionate to the degree of curriculum change involved and to the extent of teacher training required.

ESL and Remedial Reading do not significantly modify the school; they are intended to adjust the child to the expectations of the school. These programs focus on academic achievement which is not the problem itself, but rather a symptom of the broader problem of language exclusion. Bilingual Education has the greatest potential for Anglo and non-English speaking students as well, but it requires a great deal of curricular change and, consequently, is used only infrequently.

Furthermore, none of these programs reaches a substantial number of Mexican American students. Even Remedial Reading, which is offered in the largest number of schools, is reaching only one of five Chicano students who, by school measurements, need it.

Suppression of use of the Spanish language in schools is the area of cultural exclusion most easily identified and documented. A second exclusionary practice is the omission of Mexican American history, heritage, and folklore from the classrooms of the Southwest. Exclusion of heritage is generally manifested in two ways—through the textbooks and through the omission of course material and school activities relevant to Mexican Americans. The Study found that the curricula in most schools fail to inform either Anglo or Mexican American students of the substantial contributions of the Indo-Hispanic culture to the historical development of the Southwest. Only 4.3 percent of the elementary and 7.3 percent of the secondary schools surveyed by the Commission include a course in Mexican American history in their curricula.

In addition to course content, exclusion of heritage is also manifested in the cultural selectivity of schools. School and classroom activities, to the extent that they deal with Mexican American culture, tend to stress only the superficial and exotic elements—the "fantasy heritage" of the Southwest. This results in the reinforcement of existing stereotypes and denies the Mexican American student a full awareness and pride in his cultural heritage.

The exclusion of the Mexican American community is the third area of cultural exclusion examined in the Commission's Study. To determine the extent of community involvement or exclusion, the study examined four specific areas: contacts with parents, community advisory boards, community relations specialists, and consultants on Mexican American education.

Teachers and administrators utilize notices sent home and PTA meetings most frequently as methods of communicating with parents. While an estimated 4,000,000 persons in the Southwest identify Spanish as their mother tongue, only 25 percent of the elementary and 11 percent of the secondary schools send notices in Spanish to Spanish speaking parents. This automatically excludes a large segment of the population and has "the effect of denying equality of educational opportunity to Spanish surnamed pupils," according to a Health, Education, and Welfare memorandum. The study also revealed that 91.7 percent of the Southwest's elementary schools and 98.5 percent of its secondary schools do not use Spanish as well as English in conducting their PTA meetings.

Community advisory boards are an untapped resource which could serve to activate community needs and opinions. Only one district in four actually has a community advisory board on Mexican American educational affairs. Furthermore, of the advisory boards which are recognized by school districts, fewer than one in four met more than five times during the 1968-69 school year. In districts which are predominantly Mexican American, the community representatives listed in-service training of teachers in Mexican American culture and history as their primary concern.

Contacts with parents and community advisory boards are methods by which the schools can communicate directly with the Mexican American parents and community. When these methods prove unsuccessful in the establishment of free communication, a community relations specialist may be called in to serve as a link between the people and the power structure. Schools often rely heavily on this individual to bridge the communication gap with the linguistically and culturally different community. The study demonstrated that 84 percent of the surveyed districts did not use community relations specialists at all. Thus, in spite of the need, most school systems have not established this type of liaison with the barrio.

The data concerning the use of Mexican American educational consultants are very similar; school districts are not availing themselves of experts who can help them determine and resolve their serious failures in educating Mexican Americans.

Cultural exclusion is a reality in public schools of the Southwest. This report has documented exclusionary practices in the vital areas of language, heritage, and community participation. Until practices and policies conducive to full participation of Mexican Americans in the educational process are adopted, equal opportunity in education is likely to remain more myth than reality for Mexican American students.

## Appendix A

**UNITED STATES COMMISSION ON CIVIL RIGHTS**
**WASHINGTON, D.C. 20425**

STAFF DIRECTOR

Dear Sir:

In accordance with its responsibilities as a factfinding agency in the field of civil rights, the United States Commission on Civil Rights is undertaking a study of the educational status of Mexican American youths in a random sampling of school districts in Arizona, California, Colorado, New Mexico, and Texas. In the course of this study, about 500 school districts and some schools within those districts are being surveyed. The study will provide a measure of the nature and extent of educational opportunities which Mexican American youths are receiving in public schools of the Southwest and will furnish, for the first time, extensive information on Mexican American education.

The attached questionnaires call for data which are or can be compiled in your central district office and school plants. If your records or those of your principals do not contain all the information requested, however, you may obtain figures from other available sources.

Please have the principals of the schools designated on the Principal Information Forms complete the appropriate questionnaire and return it to your office. In addition, we ask that you complete the Superintendent Information Form and forward it at the same time with the Principal Information Forms using the enclosed official envelope which requires no postage. Extra copies are enclosed for each respondent to use in completing the questionnaires and to keep for his records. All questionnaires should be returned by May 9, 1969.

It must be emphasized that criteria used in drawing a sample of schools and school districts were based on geographic representation and enrollment characteristics. In no case were complaints of any kind about discrimination a factor in selecting either schools or school districts.

If you have any questions, call collect or write to Henry M. Ramirez, Chief, Mexican American Studies Division, U.S. Commission on Civil Rights, Washington, D. C. 20425 (telephone: Area Code 202, 382-8941). Please indicate you are calling in reference to the questionnaire.

Thank you for your assistance in this most important study.

Sincerely yours,

Howard A Glickstein

Howard A. Glickstein
Acting Staff Director

Enclosures

# MEXICAN AMERICAN EDUCATION STUDY

## Superintendent Information Form

**General Instructions**

*A.* *The person completing this questionnaire should be the superintendent or his official delegate.*

*B.* *Answers to each question should be given as of March 31, 1969 unless some other time period is requested. If information is not available for March 31, 1969, give it for the time closest to, or encompassing, that date. Pupil membership and personnel data may be given on this questionnaire as they were reported on the Title VI Compliance Forms (Forms OS/CR 101 and 102, Fall 1968 Elementary and Secondary School Survey, required under Title VI of the Civil Rights Act of 1964, due October 15, 1968). If a date other than March 31, 1969 or a time period other than that requested is used, please indicate which date or time period is used in the space provided or in the left hand margin next to the question.*

*C.* *Use additional pages where necessary.*

*D.* **INSTRUCTIONS FOR DETERMINING ETHNIC AND RACIAL GROUPINGS:** *Wherever ethnic and racial data are requested, it is suggested that visual means be used to make such identification. Individuals should not be questioned or singled out in any way about their racial or ethnic lineage. For purposes of this questionnaire, please use the following classifications:*

| | | |
|---|---|---|
| i. | **SPANISH SURNAMED AMERICAN:** | *Persons considered in school or community to be of Mexican, Central American, Cuban, Puerto Rican, Latin American, or other Spanish-speaking origin. This group is often referred to as Mexican American, Spanish American, or Latin American; local usage varies greatly. In this questionnaire, the terms "Mexican American" and "Spanish Surnamed American" are used interchangeably.* |
| ii. | **NEGRO:** | *Persons considered in school or community to be of Negroid or black African origin.* |
| iii. | **ANGLO:** | *White persons not usually considered in school or community to be members of any of the above ethnic or racial categories.* |
| iv. | **OTHER:** | *Persons considered as "non-Anglo" and who are not classifiable as Spanish Surnamed American or Negro. Include as "Other" such persons as Orientals or American Indians.* |

*E.* *If a question is not applicable, if information is not available, or if you must estimate, please use the common, standard abbreviations printed on the bottom of each page.*

**OFFICIAL DISTRICT NAME** ______________________________

**DISTRICT MAILING ADDRESS** ______________________________
*Street Address or P.O. Box Number*
______________________________
*Town* *County* *State* *Zip Code*

**TELEPHONE NUMBER** ( ) ______________________________
*Area Code* *Number*

**NAME OF SUPERINTENDENT OF SCHOOLS** ______________________________

**SIGNATURE** ______________________________ **DATE** __________

**NAME AND TITLE OF PERSON RESPONSIBLE FOR FILLING OUT THIS QUESTIONNAIRE IF OTHER THAN SUPERINTENDENT** ______________________________

**SIGNATURE** ______________________________ **DATE** __________

**LEGEND:** *Unknown*—**UNK.**; *Estimate*—**EST.**; *Not Applicable*—**NA.**; *Not Available*—**?**; *None*—**0**

Budget Bureau No. 115-S69001; Approval Expires February 28, 1970

## MEXICAN AMERICAN EDUCATION STUDY

### Superintendent Information Form

1. *List all the schools in this district. For each school, give the average daily attendance for the month of October 1968. Round answers to the nearest whole number.* **Time period if other than October 1968** ______________
*Use additional pages where necessary.*

| School Name | For USCCR use only | Average Daily Attendance* |
|---|---|---|

**Average daily attendance is the aggregate of the attendance for each of the days during the stated reporting period divided by the number of days the school was actually in session during that period. Only days on which pupils are under the guidance and direction of teachers should be considered as days in session.*

**LEGEND:** *Unknown*—**UNK.**; *Estimate*—**EST.**; *Not Applicable*—**NA.**; *Not Available*—**?**; *None*—**0**

*Questions 2 and 3 instructions:* *If there is only one secondery school in this district, do not answer questions 2 and 3. Proceed to question 4.*

**2. A. Name the secondary school in this district which had the highest percentage of its 1968 graduates enter two or four year colleges.____________________**

FOR USCCR USE ONLY

**B. What percent of that school's 1968 graduates entered two or four year colleges?______________%**

**C. What percent of that school's 1968 Spanish Surnamed graduates entered two or four year colleges?_______%**

**3. Name the secondary school in this district which has had the highest dropout rate so far this year.____________________**

FOR USCCR USE ONLY

*Question 4 instructions:* *If there is only one elementary school in this district, do not answer question 4. Proceed to question 5.*

**4. Name the elementary school in this district whose pupils had the highest average reading achievement test scores in the 1967-1968 school year.____________________**

FOR USCCR USE ONLY

5. *If since June 1968 this district has conducted, sponsored or paid for any in-service teacher training for any course in column (i), enter the appropriate data about that training in columns (ii) through (v).* **If this district has not conducted, sponsored or paid for any such training since June 1968, check here ☐ and proceed to Question 6.**

| (i) | (ii) | (iii) | (iv) | (v) |
|---|---|---|---|---|
| **Course** | **Total number of hours this course met, per teacher – summer 1968** | **Total number of hours this course met, per teacher – academic year 1968-1969** | **Number of teachers in in-service training in summer 1968** | **Number of teachers in in-service training in academic year 1968-1969** |
| **A. English as a second language for the Spanish speaking (instruction in English for those who know little or no English)** | | | | |
| **B. Bilingual education (instruction in both Spanish and English so that the mother tongue is strengthened concurrent with the pupil learning a second language** | | | | |
| **C. Mexican or Spanish history or culture** | | | | |
| **D. Mexican American, Spanish American, or Hispanic history or culture** | | | | |
| **E. Remedial reading** | | | | |
| **F. Other subjects relative to Mexican Americans:**<br>*(Specify.)*____________________<br>____________________<br>____________________<br>____________________ | | | | |

**LEGEND:** *Unknown*—**UNK.**; *Estimate*—**EST.**; *Not Applicable*—**NA.**; *Not Available*—**?**; *None*—**0**

6. *List the professional personnel for this district as of March 31, 1969, by ethnic and by educational background. Give data about these individuals in as many (vertical) columns as requested. Do not assign any individual to more than one (horizontal) row. Although it is recognized that a person's activities may fall under more than one category, each person should be assigned in accordance with his major activity. Exclude personnel assigned to schools.*

| | | ETHNIC GROUP | | | | EDUCATION | | |
|---|---|---|---|---|---|---|---|---|
| | | (i) | (ii) | (iii) | (iv) | (v) | (vi) | (vii) |
| | | Number Spanish Surnamed American | Number Negro | Number Anglo | Number Other | Number with Bachelor's Degree only | Number with Master's Degree, but not Doctor's Degree | Number with Doctor's Degree |
| A. | **Superintendent of schools (or acting)** | | | | | | | |
| B. | **Associate Superintendents of schools** | | | | | | | |
| C. | **Assistant superintendents of schools** | | | | | | | |
| D. | **Psychologists or psychometrists** | | | | | | | |
| E. | **Social workers** | | | | | | | |
| F. | **Attendance officers** | | | | | | | |
| G. | **Federal programs directors** | | | | | | | |
| H. | **Curriculum directors** | | | | | | | |
| I. | **Community relations specialists** | | | | | | | |
| J. | **All others not assigned to schools** | | | | | | | |

7. *Using one line for each Board of Trustees member, list the principal occupation of each by code number. Refer to the list below for code. If you cannot ascertain which code is appropriate for a given Board Member, specify his occupation. Indicate ethnic group, the number of years each has served on the Board, and years of education.*

| | (i) | (ii) | (iii) | (iv) | (v) | (vi) | (vii) |
|---|---|---|---|---|---|---|---|
| Occupation if code number is not known | Occupation code number | Spanish Surnamed American | Negro | Anglo | Other | Number of years served on Board | Number of years of school completed or highest degree attained |
| 1. | | | | | | | |
| 2. | | | | | | | |
| 3. | | | | | | | |
| 4. | | | | | | | |
| 5. | | | | | | | |
| 6. | | | | | | | |
| 7. | | | | | | | |
| 8. | | | | | | | |
| 9. | | | | | | | |
| 10. | | | | | | | |
| 11. | | | | | | | |

*1. Business owners, officials and managers*
*2. Professional and technical services*
*3. Farmers*
*4. Sales and clerical*
*5. Skilled craftsmen, other skilled workers and foremen*
*6. Semi-skilled operators and unskilled workers*
*7. Service workers*
*8. Housewives*
*9. Retired*

8. **Has this district employed consultants on Mexican American educational affairs or problems this school year?** *(Check one only.)*

A. ☐ No
B. ☐ Yes, for a total of one day only
C. ☐ Yes, for a total of two to four days
D. ☐ Yes, for a total of five to seven days
E. ☐ Yes, for a total of eight to ten days
F. ☐ Yes, for a total of more than ten days

**LEGEND:** *Unknown*—**UNK.**; *Estimate*—**EST.**; *Not Applicable*—**NA.**; *Not Available* —**?**; *None*—**0**

9. **Has this district appointed, elected or recognized a district-wide volunteer advisory board (or committee) on Mexican American educational affairs or problems, which has held meetings this school year?** *(Check one only.)*

A. ☐ No
B. ☐ Yes, it has met only once this year.
C. ☐ Yes, it has met for a total of two to five times this year.
D. ☐ Yes, it has met for a total of six to fifteen times this year.
E. ☐ Yes, it has met for a total of more than fifteen times this year.

10. **If you answered "Yes" to question 9, what actions, programs or policies has the committee recommended during the 1968-1969 school year?** *(Check all which apply.)*

A. ☐ Ethnic balance in schools
B. ☐ In-service teacher training in Mexican American history or culture, or in bilingual education, or in English as a second language
C. ☐ Employment of Spanish Surnamed teachers or administrators
D. ☐ Pupil exchange programs with other districts or schools
E. ☐ Expanded PTA activities relative to Mexican Americans
F. ☐ Changes in curriculum to make it more relevant for Mexican Americans
G. ☐ Bilingual-bicultural organization in a school or the school system
H. ☐ Other *(Specify.)*__________________________________________________
________________________________________________________________

11. **Does this district have a written school board policy discouraging the use of Spanish by Mexican American pupils:**

**A. On the school grounds? Yes** ☐1 **No** ☐2

**B. In the classroom (except Spanish classes)? Yes** ☐1 **No** ☐2

*If you answered "Yes" to A or B above (question 11), please attach a copy of that policy and give us the date it was made effective.*

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12. **As of March 31, 1969, what was the total school district membership, by ethnic group, in the following grades:**

| | (i) | (ii) | (iii) | (iv) | (v) |
|---|---|---|---|---|---|
| | Number Spanish Surnamed American | Number Negro | Number Anglo | Number Other | Total Number |
| **A. First Grade** | | | | | |
| **B. Fourth Grade** | | | | | |
| **C. Eighth Grade** | | | | | |
| **D. Twelfth Grade** | | | | | |

13. *Use the following space and additional pages, if necessary, to give us further comments relative to this questionnaire.*

**LEGEND:** *Unknown*—UNK.; *Estimate*—EST.; *Not Applicable*—NA.; *Not Available*—?; *None*—0

## Appendix B

**UNITED STATES COMMISSION ON CIVIL RIGHTS**
**WASHINGTON, D.C. 20425**

STAFF DIRECTOR

Dear Sir:

In accordance with its responsibilities as a factfinding agency in the field of civil rights, the United States Commission on Civil Rights is undertaking a study of the educational status of Mexican American youths in a random sampling of school districts in Arizona, California, Colorado, New Mexico, and Texas. In the course of this study, about 500 school districts and some schools within those districts are being surveyed. The study will provide a measure of the nature and extent of educational opportunities which Mexican American youths are receiving in public schools of the Southwest and will furnish, for the first time, extensive information on Mexican American education.

The attached questionnaires call for data which are or can be compiled in your central district office and school plants. If your records or those of your principals do not contain all the information requested, however, you may obtain figures from other available sources.

Please have the principals of the schools designated on the Principal Information Forms complete the appropriate questionnaire and return it to your office. In addition, we ask that you complete the Superintendent Information Form and forward it at the same time with the Principal Information Forms using the enclosed official envelope which requires no postage. Extra copies are enclosed for each respondent to use in completing the questionnaires and to keep for his records. All questionnaires should be returned by May 9, 1969.

It must be emphasized that criteria used in drawing a sample of schools and school districts were based on geographic representation and enrollment characteristics. In no case were complaints of any kind about discrimination a factor in selecting either schools or school districts.

If you have any questions, call collect or write to Henry M. Ramirez, Chief, Mexican American Studies Division, U.S. Commission on Civil Rights, Washington, D. C. 20425 (telephone: Area Code 202, 382-8941). Please indicate you are calling in reference to the questionnaire.

Thank you for your assistance in this most important study.

Sincerely yours,

Howard A. Glickstein
Acting Staff Director

Enclosures

# MEXICAN AMERICAN EDUCATION STUDY

## School Principal Information Form

**General Instructions:**

*A. The person completing this questionnaire should be the school principal or his official delegate.*

*B. Answers to each question should be given as of March 31, 1969 unless some other time period is requested. If information is not available for March 31, 1969, give it for the time closest to, or encompassing, that date. Pupil membership and personnel data may be given on this questionnaire as they were reported on the Title VI Compliance Forms (Forms OS/CR 101 and 102, Fall 1968 Elementary and Secondary School Survey, required under Title VI of the Civil Rights Act of 1964, due October 15, 1968). If a date other than March 31, 1969 or a time period other than that requested is used, please indicate which date or time period is used in the space provided or in the left hand margin next to the question.*

*C. Use additional pages where necessary.*

*D.* **Instructions for determining ethnic and racial groupings:** *Wherever ethnic and racial data is requested, it is suggested that visual means be used to make such identification. Individuals should not be questioned or singled out in any way about their racial or ethnic lineage. For purposes of this questionnaire, please use the following classifications:*

| | | |
|---|---|---|
| i. | **SPANISH SURNAMED AMERICAN:** | *Persons considered in school or community to be of Mexican, Central American, Cuban, Puerto Rican, Latin American or Spanish-speaking origin. This group is often referred to as Mexican, Spanish American, or Latin American; local usage varies greatly. For the purposes in this questionnaire the terms "Mexican American" and "Spanish Surnamed American" are used interchangeably.* |
| ii. | **NEGRO:** | *Persons considered in school or community to be of Negroid or black African origin.* |
| iii. | **ANGLO:** | *White persons not usually considered in school or community to be members of any of the above ethnic or racial categories.* |
| iv. | **OTHER:** | *Persons considered "non-Anglo" and who are not classifiable as Spanish Surnamed American or Negro. Include as "Other" such persons as Orientals or American Indians.* |

*E. If a question is not applicable, if information is not available, or if you must estimate, please use the common, standard abbreviations printed on the bottom of each page.*

*F. After completing all items in this questionnaire, please return the questionnaire in accordance with your superintendent's instructions.*

**SCHOOL NAME** ____________________________________________

**MAILING ADDRESS** ____________________________________________
*Street Address or P.O. Box No.*

____________________________________________
*Town* *County* *State* *Zip Code*

**TELEPHONE NUMBER** ______________________
*Area Code* *Number*

**NAME OF SCHOOL DISTRICT** ____________________________________________

**NAME OF PRINCIPAL** ____________________________________________

**SIGNATURE** ____________________________ **DATE** ________________

**NAME AND TITLE OF PERSON RESPONSIBLE FOR FILLING OUT QUESTIONNAIRE IF OTHER THAN THE PRINCIPAL** ____________________________________________

**SIGNATURE** ____________________________ **DATE** ________________

**LEGEND:** *Unknown—UNK.; Estimate—EST.; Not Applicable—NA.; Not Available—?; None—0*

Budget Bureau No. 115-S68001; Approval Expires February 28, 1970.

## MEXICAN AMERICAN EDUCATION STUDY

### School Principal Information Form

1. **If this school has received ESEA, Title I funds during the current (1968-1969) school year, check here.** ☐

2. **Is this school:** *(Check no more than one.)*

   A. ☐ A social adjustment school primarily for children who have disciplinary problems?
   B. ☐ Primarily for the physically handicapped?
   C. ☐ Primarily for the mentally retarded?
   D. ☐ Primarily for the emotionally disturbed?
   E. ☐ *(California only).* A continuation school?
   F. ☐ Organized primarily as some combination of A, B, C, D, or E? *(Specify.)* ______________________

   *If you checked any of the above (A, B, C, D, E, or F in question 2), do not answer any further questions; return this questionnaire in accordance with your superintendent's instructions.*

3. **What was the average daily attendance for this school in the month of October 1968 or, if not available for that month, for the time period nearest to or including October 1968?** *(Round answer to nearest whole number.)* ______________

   **Time period if not October 1968** ______________________________

   *Question 3 instructions: Average Daily Attendance is the aggregate of the attendance for each of the days during the stated reporting period divided by the number of days school was actually in session during that period. Only days on which pupils are under the guidance and direction of teachers should be considered as days in session.*

4. **Which best describes the locality (incorporated or unincorporated) of this school?** *(Check one only.)*

   A. ☐ Under 5,000 inhabitants
   B. ☐ 5,000 to 49,999 inhabitants
   C. ☐ 50,000 to 250,000 inhabitants
   D. ☐ Over 250,000 inhabitants

5. **Which best describes the attendance area of this school (the area from which the majority of pupils come)?** *(Check one only.)*

   A. ☐ A rural area
   B. ☐ A suburb
   C. ☐ A town or a city

6. **How many square feet of outdoor play area (including athletic area) does this school have?** *(Round answer to the nearest thousand square feet.)* ______________

7. **Is (are) any grade(s) in this school (excluding kindergarten) on double sessions?** Yes ☐ *1* No ☐ *2*

**LEGEND:** *Unknown*—UNK.; *Estimate*—EST.; *Not Applicable*—NA.; *Not Available*—?; *None*—0

8. *List full-time staff by ethnic group and professional background as of March 31, 1969 unless data are unavailable for that date. In that case follow General Instructions, item B, page 2.*

**Reporting date if not March 31, 1969** ______________

*DO NOT assign any individual to more than one horizontal row; assign each in accordance with his major activity. Assign individuals to as many columns as are applicable.*

*NOTE: Columns (ii) through (v) should total column (i).*

| | Ethnic Group | | | | | Education | | | Experience | |
|---|---|---|---|---|---|---|---|---|---|---|
| | (i) | (ii) | (iii) | (iv) | (v) | (vi) | (vii) | (viii) | (ix) | (x) |
| | Total Number | Number Spanish Surnamed American | Number Negro | Number Anglo | Number Other | Number with Bachelor's degree only | Number with Master's but not Doctor's degree | Number with Doctor's degree | Number with under five years experience as an educator | Number with more than fifteen years experience as an educator |
| **A. Full-time professional nonteaching staff:** | | | | | | | | | | |
| (1) Principal | | | | | | | | | | |
| (2) Vice (assistant) principals | | | | | | | | | | |
| (3) Counselors | | | | | | | | | | |
| (4) Librarians | | | | | | | | | | |
| (5) Other full-time professional nonteaching staff | | | | | | | | | | |
| **B. Full-time professional instructional staff (teachers)** | | | | | | | | | | |
| **C. Secretaries, stenographers, bookkeepers and other clerical staff** | | | | | | | | | | |
| **D. Custodians, gardeners, and other maintenance staff** | | | | | | | | | | |
| **E. Full-time teacher aids (in classrooms)** | | | | | | | | | | |

| **9. How many people are employed part-time in the following capacities in this school?** | (i) Number of people | (ii) Full-time equivalence |
|---|---|---|
| A. Professional nonteaching staff | | |
| B. Professional instructional staff (teachers) | | |

*Question 9 instructions: Full-time equivalence is the amount of employed time required in a part-time position expressed in proportion to that required in a full-time position, with "1" representing one full-time position. (Round F.T.E. answers to the nearest whole number.)*

10. **What is the principal's annual salary?** *(Round answer to the nearest hundred dollars.)* $ ______________.

11. **For how many years has the present principal been principal of this school?** ______________

12. **Indicate for approximately how many months the principal is regularly at work in the school plant.** *(Check the alternative which is most accurate.)*

- A. ☐ Eleven months or more, full-time
- B. ☐ Ten months, full-time
- C. ☐ Nine months, full-time
- D. ☐ Eight months or fewer, full-time
- E. ☐ Part-time *(Explain.)* ______________

**LEGEND** *Unknown—UNK.; Estimate—EST.; Not Applicable—NA.; Not Available—?; None—0*

13. **What number of the full-time professional instructional staff (teachers) in this school earn the following salaries?** *Do not include extra pay assignments.)*

A. Less than $4,000 for school year________________
B. $4,000 to $5,999 for school year________________
C. $6,000 to $7,999 for school year________________
D. $8,000 to $9,999 for school year________________
E. $10,000 to $11,999 for school year________________
F. $12,000 or above for school year________________

*Question 13 instructions: The total of lines A through F should equal the number of full-time teachers in this school. (See question 8, line B, column (i).*

14. *Give the number of pupils in membership in the following classes and grades as of March 31, 1969 by ethnic group. If data are unavailable for this date, refer to General Instructions, item B, page 2. Do not include kindergarten, prekindergarten or Head Start as the lowest grade. Start with grade 1.*

**Reporting date if not March 31, 1969**________________

| | (i) | (ii) | (iii) | (iv) | (v) |
|---|---|---|---|---|---|
| | Total Number | Number Spanish Surnamed American | Number Negro | Number Anglo | Number Other |
| **A. Lowest grade in this school** *(specify.  )* | | | | | |
| **B. Highest grade in this school** *(specify.  )* | | | | | |
| **C. Classes for the mentally retarded** | | | | | |

15. *If this school housed grade 12, in the 1967-1968 school year, answer A, B, C, and D of this question. Otherwise, proceed to question 16.*

| | (i) | (ii) | (iii) | (iv) |
|---|---|---|---|---|
| | Number Spanish Surnamed American | Number Negro | Number Anglo | Number Other |
| **A. How many pupils were graduated from this school from July 1, 1967 to June 30, 1968?** | | | | |
| **B. Of "A" above, how many entered a two or four year college by March 31, 1969?** | | | | |
| **C. Of "A" above, how many entered some post high school educational program other than a two or four year college by March 31, 1969?** *(For example, beauty school, vocational school, or business school. Do not include military service.)* | | | | |
| **D. Of "A" above, how many entered military service prior to March 31, 1969?** | | | | |

**LEGEND:** *Unknown*—UNK.; *Estimate*—EST.; *Not Applicable*—NA.; *Not Available*—?; *None*—0

| 16. *For facilities listed below, give the information requested in columns (i) through (v). Do not include any given facility on more than one horizontal line. Count facilities only by their most frequent designation. (e.g., a room which is used predominantly as a science laboratory should not be counted as a classroom.)* | (i) Total Number | (ii) Total pupil capacity (legal capacity)* | (iii) Number in need of replacement | (iv) Number adequately equipped for your program | (v) Year the greatest number were built or acquired |
|---|---|---|---|---|---|
| **A. Cafetoriums (multi-purpose rooms designed for use as a combination cafeteria, auditorium and/or gymnasium)** | | | | | |
| **B. Cafeterias** | | | | | |
| **C. Auditoriums** | | | | | |
| **D. Gymnasiums** | | | | | |
| **E. Central libraries** | | | | | |
| **F. Nurses offices (infirmaries)**** | | | | | |
| **G. Electronic language laboratories** | | | | | |
| **H. Science laboratories** | | | | | |
| **I. Shop rooms** | | | | | |
| **J. Domestic science rooms** | | | | | |
| **K. Portable classrooms** *(Do not include any rooms counted in A through J.)* | | | | | |
| **L. Regular classrooms** *(Do not include any rooms counted in A through K.)* | | | | | |
| **M. Swimming pools** | | | | | |
| **N. Books in library** *(Round answer to nearest hundred. Do not count periodicals.)* | | | | | |

**(ii) If legal capacity is not known, report the number of pupils who can be seated or can comfortably use facility.*

*** Pupil capacity means number of beds.*

| 17. *Answer "Yes" or "No" to line A for each column. If you answer "Yes" to "A" for any column, please complete the questions in the rest of that column.* | (i) English as a second language for the Spanish-speaking (instruction in English for those who know little or no English) | (ii) Bilingual education (instruction in both Spanish and English so that the mother tongue is strengthened concurrent with the pupil learning a second language) | (iii) Mexican American, Spanish American or Hispanic history or culture | (iv) Mexican and/or Spanish history and culture | (v) Remedial reading |
|---|---|---|---|---|---|
| **A. Does this school offer this subject or course?** | | | | | |
| **B. For how many years has this subject or course been taught at this school?** | | | | | |
| **C. How many pupils are taking this subject or are enrolled in this course this year?** *(Include pupils of all ethnic backgrounds.)* | | | | | |
| **D. How many Spanish Surnamed pupils are taking this subject or are enrolled in this course this year?** | | | | | |
| **E. How many clock hours a week does this subject or course meet, per pupil, in the following grades: Kindergarten and/or Prekindergarten?** | | | | | |
| **1st grade?** | | | | | |
| **2nd grade?** | | | | | |
| **3rd grade?** | | | | | |
| **4th grade?** | | | | | |
| **5th grade?** | | | | | |

**LEGEND:** *Unknown*—UNK.; *Estimate*—EST.; *Not Applicable*—NA.; *Not Available*—?; *None*—0

| 17. (continued) | (i) English as a second language for the Spanish-speaking (instruction in English for those who know little or no English) | (ii) Bilingual education (instruction in both Spanish and English so that the mother tongue is strengthened concurrent with the pupil learning a second language) | (iii) Mexican American, Spanish American or Hispanic history or culture | (iv) Mexican and/or Spanish history and culture | (v) Remedial reading |
|---|---|---|---|---|---|
| 6th grade? | | | | | |
| 7th grade? | | | | | |
| 8th grade? | | | | | |
| 9th grade? | | | | | |
| 10th grade? | | | | | |
| 11th grade? | | | | | |
| 12th grade? | | | | | |
| F. How many of the teachers who teach this subject or or course have had two or more courses (6 semester hours or more) in applicable subject matter? | | | | | |
| G. How many teachers teach this subject or course? | | | | | |

| 18. *(Elementary schools only)* As of March 31, 1969 by ethnic group, how many pupils were: | (i) Number Spanish Surnamed American | (ii) Number Negro | (iii) Number Anglo | (iv) Number Other |
|---|---|---|---|---|
| A. Repeating the first grade this year? | | | | |
| B. In the first grade, but two years or more overage for the first grade? | | | | |

19. Does this school discourage Mexican American pupils from speaking Spanish:

A. On the school grounds? Yes ☐1 No ☐2
B. In the classroom (except Spanish class or Spanish Club)? Yes ☐1 No ☐2

20. If you checked "Yes" to A or B above (question 19) in what way does this school discourage the speaking of Spanish? *(Check all which apply.)*

A. ☐ Requiring staff to correct those who speak Spanish
B. ☐ Suggesting that staff correct those who speak Spanish
C. ☐ Encouraging other pupils to correct those who speak Spanish
D. ☐ Providing pupil monitors to correct those who speak Spanish
E. ☐ Disciplining persistent speakers of Spanish
F. ☐ Utilizing other methods *(Specify.)* ____________________

21. Is there currently a written policy for this school regarding the use of Spanish?
Yes ☐1 No ☐2 *If yes, please attach a copy of that policy and give us the date it became effective.* ____________________

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**LEGEND:** *Unknown–UNK.; Estimate–EST.; Not Applicable–NA.; Not Available–?; None–0*

**22.** **If you checked "No" to A or B in question 19, does this school encourage the speaking of Spanish (outside Spanish class or Spanish club)? Yes ☐*1*   No ☐*2***

**23.** **Does this school provide for:** *(Check all which apply.)*

A. ☐ School wide celebration of 16 de Septiembre?
B. ☐ Classroom celebration of 16 de Septiembre?
C. ☐ A unit or more on Mexican cooking in home economics classes?
D. ☐ Special units on Mexican American, Spanish American or Hispanic history in social studies programs?
E. ☐ Special assemblies dealing with Mexican or Spanish culture?
F. ☐ Other activities relative to Mexican Americans? *(Specify.)*________________________

________________________________________________
________________________________________________
________________________________________________

**24.** **The following is a list of possible reasons for suspension:**

A. Violation of dress code or grooming code
B. Use of foul language
C. Disrespect for teachers
D. Destruction of school property
E. Truancy
F. Speaking Spanish
G. Smoking
H. Drug use
I. Tardiness
J. Consumption of alcohol
K. Fighting
L. Other *(Specify.)*________________________

____________________________________
____________________________________

*For each ethnic group, list the letters of the five most common reasons for suspension in order of their importance.*

| **Spanish Surnamed American** | **Negro** | **Anglo** | **Other** |
|---|---|---|---|
| 1.________ | 1.________ | 1.________ | 1.________ |
| 2.________ | 2.________ | 2.________ | 2.________ |
| 3.________ | 3.________ | 3.________ | 3.________ |
| 4.________ | 4.________ | 4.________ | 4.________ |
| 5.________ | 5.________ | 5.________ | 5.________ |

**25.** *(Elementary schools only)* **In this school, what number of Spanish Surnamed first graders speak English as well as the average Anglo first grader?**________________

| **26.** *(Secondary schools only)* **List the number of pupils in the following offices and activities by ethnic group as of March 31, 1969, unless otherwise specified.** | (i) Number Spanish Surnamed American | (ii) Number Negro | (iii) Number Anglo | (iv) Number Other |
|---|---|---|---|---|
| **A. President of student body (highest elected or appointed student office)** | | | | |
| **B. Vice-president of student body (second highest elected or appointed student office)** | | | | |
| **C. Presidents of freshman, sophomore, junior, and senior classes** | | | | |
| **D. Editorial staff of school paper** | | | | |
| **E. Homecoming queen (or football queen), 1968.** | | | | |
| **F. Homecoming queen's (or football queen's) court, 1968** | | | | |
| **G. Cheer leaders (or song leaders)** | | | | |

**27.** **At which of the following times does this school normally hold PTA meetings?** *(Check one only.)*

A. ☐ Morning   B. ☐ Afternoon   C. ☐ Evening

**LEGEND:** *Unknown*—**UNK.**; *Estimate*—**EST.**; *Not Applicable*—**NA.**; *Not Available*—**?**; *None*—**0**

28. **How often does the PTA meet?** *(Check the one which most accurately applies.)*

A. ☐ Weekly B. ☐ Monthly C. ☐ Quarterly D. ☐ Annually

29. **How many Spanish Surnamed adults attended the last regular PTA meeting (not a special program)?**__________

30. **How many adults (include all ethnic groups) attended the last regular PTA meeting (not a special program)?**__________

31. **In what language are notices to parents written?** *(Check one only.)*

A. ☐ English
B. ☐ Spanish
C. ☐ English and Spanish
D. ☐ Other *(Explain.)*__________

32. **In what language are PTA meetings of this school conducted?** *(Check one only.)*

A. ☐ English
B. ☐ Spanish
C. ☐ English and Spanish
D. ☐ Other *(Explain.)*__________

33. **Which one of the following best describes the practice for assigning pupils to this school?** *(Check one only.)*

A. ☐ Pupils residing in this attendance area attend this school with no or few transfers allowed.
B. ☐ Pupils residing in this attendance area generally attend this school but transfers are frequently allowed.
C. ☐ Pupils are asigned to this school on the basis of intelligence, achievement, or their program of study.
D. ☐ Any pupil residing in this school district may attend this school.
E. ☐ Some other practice is followed. *(Describe briefly.)*__________

34. **What percent of the Spanish Surnamed pupils in this school come from families with a total annual income of:** *(Estimate.)*

A. Below $3,000?________% B. Over $10,000?________%

35. **What percent of the Anglo pupils in this school come from families with a total annual income of:** *(Estimate.)*

A. Below $3,000?________% B. Over $10,000?________%

36. **What percent of the Negro pupils in this school come from families with a total annual income of:** *(Estimate.)*

A. Below $3,000?________% B. Over $10,000?________%

37. **What percent of the Other pupils in this school come from families with a total annual income of:** *(Estimate.)*

A. Below $3,000?________% B. Over $10,000?________%

38. **What percent of the Spanish Surnamed pupils in this school come from families in which the highest educational attainment level of the head of the household is:** *(Estimate.)*

A. 0 to 5 years?________%
B. 6 to 8 years?________%
C. Some high school?________%
D. High school graduate?________%
E. Some college?________%
F. College graduate?________%
G. Total 100 %

**LEGEND:** *Unknown—UNK.; Estimate—EST.; Not Applicable—NA.; Not Available—?; None—0*

**39.** **What percent of the Anglo pupils in this school come from families in which the highest educational attainment level of the head of the household is:** *(Estimate.)*

A. 0 to 5 years?____________%
B. 6 to 8 years?____________%
C. Some high school?____________%
D. High school graduate?____________%
E. Some college?____________%
F. College graduate?____________%
G. Total 100 %

**40.** **What percent of the Negro pupils in this school come from families in which the highest educational attainment level of the head of the household is:** *(Estimate.)*

A. 0 to 5 years?____________%
B. 6 to 8 years?____________%
C. Some high school?____________%
D. High school graduate?____________%
E. Some college?____________%
F. College graduate?____________%
G. Total 100 %

**41.** **What percent of the Other pupils in this school come from families in which the highest educational attainment level of the head of the household is:** *(Estimate.)*

A. 0 to 5 years?____________%
B. 6 to 8 years?____________%
C. Some high school?____________%
D. High school graduate?____________%
E. Some college?____________%
F. College graduate?____________%
G. Total 100 %

**42.** **Does this school practice grouping or tracking?** **Yes** ☐1 **No** ☐2

**43.** **If you answered "Yes" to question 42, for how many years has this school practiced grouping or tracking?**____________

**44.** **If you answered "Yes" to question 42, at what grade level does this school start grouping or tracking?**____________

| **45.** *Rate each of the following criteria for grouping, tracking, or promotion according to its importance in this school.* | (i) Very important | (ii) Important | (iii) Of little importance | (iv) Of no importance |
|---|---|---|---|---|
| **A. Scores on standardized achievement tests** | | | | |
| **B. IQ test results** | | | | |
| **C. Reading grade levels** | | | | |
| **D. Student scholastic performances (grades)** | | | | |
| **E. Emotional and physical maturity** | | | | |
| **F. Student interests and study habits** | | | | |
| **G. Parental preferences** | | | | |
| **H. Student preferences** | | | | |
| **I. Teacher referrals** | | | | |
| **J. Other** *(Specify.)*____________ | | | | |

*Questions 46 thru 48 instructions:* **Complete the following questions for grades 4, 8 and/or 12.** *If none of these grades are housed, complete these questions for your highest grade and in the space available indicate the grade for which data are supplied.*

**LEGEND:** *Unknown*—**UNK.**; *Estimate*—**EST.**; *Not Applicable*—**NA.**; *Not Available*—**?**; *None*—**0**

| **40.** *As of March 31, 1969, by ethnic group, how many pupils in this grade were:* | Grade 4 or specify | | | | Grade 8 | | | | Grade 12 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | (i) | (ii) | (iii) | (iv) | (i) | (ii) | (iii) | (iv) | (i) | (ii) | (iii) | (iv) |
| | Number Spanish Surnamed American | Number Negro | Number Anglo | Number Other | Number Spanish Surnamed American | Number Negro | Number Anglo | Number Other | Number Spanish Surnamed American | Number Negro | Number Anglo | Number Other |
| **A.** Reading more than three years below grade level? | | | | | | | | | | | | |
| **B.** Reading more than two but not more than three years below grade level? | | | | | | | | | | | | |
| **C.** Reading more than six months but not more than two years below grade level? | | | | | | | | | | | | |
| **D.** Reading not more than six months below but not more than six months above grade level? | | | | | | | | | | | | |
| **E.** Reading more than six months but not more than two years above grade level? | | | | | | | | | | | | |
| **F.** Reading more than two years above grade level? | | | | | | | | | | | | |
| **G.** Total number of pupils in this grade, *(the sum of lines A through F should equal the total number of pupils in this grade by ethnic group.)* | | | | | | | | | | | | |
| **H.** Two years or more overage for this grade? | | | | | | | | | | | | |
| **I.** Classified as having an IQ below 70? | | | | | | | | | | | | |
| **J.** *(Secondary schools only)* Repeating one or more subjects this year? | | | | | | | | | | | | |
| **K.** *(Elementary schools only)* Repeating the grade this year? | | | | | | | | | | | | |
| **L.** Transferred to juvenile authorities this school year (prior to March 31, 1969) for causes related to the pupil's behavior? | | | | | | | | | | | | |
| **M** Suspended two or more times this school year (prior to March 31, 1969)? | | | | | | | | | | | | |
| **N.** *(Secondary schools only)* Enrolled primarily in classes designed to prepare them for higher education? | | | | | | | | | | | | |

**LEGEND:** *Unknown*—UNK.; *Estimate*—EST.; *Not Applicable*—NA.; *Not Available* —?; *None*—0

| 16. (continued)<br>*As of March 31, 1969, by ethnic group, how many pupils in this grade were:* | Grade 4 or specify | | | | Grade 8 | | | | Grade 12 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | (i) | (ii) | (iii) | (iv) | (i) | (ii) | (iii) | (iv) | (i) | (ii) | (iii) | (iv) |
| | Number Spanish Surnamed American | Number Negro | Number Anglo | Number Other | Number Spanish Surnamed American | Number Negro | Number Anglo | Number Other | Number Spanish Surnamed American | Number Negro | Number Anglo | Number Other |
| O. *(Secondary schools only)* **Enrolled primarily in classes designed to prepare them for immediate employment or for entrance into technical, vocational, or occupational schools?** | | | | | | | | | | | | |
| P. *(Secondary schools only)* **Enrolled primarily in classes not designed for preparation of the activities mentioned in N or O above?** | | | | | | | | | | | | |
| Q. *(Secondary schools only)* **Total of lines N, O, and P; the sum of lines N, O, and P should equal the total pupil membership in this grade by ethnic group.** | | | | | | | | | | | | |
| R. **In average daily attendance during March 1969?** *(See question 3 for definition of ADA.)* | | | | | | | | | | | | |
| S. **Enrolled in highest ability level of English class?** | | | | | | | | | | | | |
| T. **Enrolled in lowest ability level of English class (excluding mentally retarded classes)?** | | | | | | | | | | | | |

**LEGEND:** *Unknown*—UNK.; *Estimate*—EST.; *Not Applicable*—NA.; *Not Available*—?; *None*—0.

|  |  | Grade 4 or specify | Grade 8 | Grade 12 |
|---|---|---|---|---|
| **47.** | **Does this school group or track students according to ability or achievement in this grade?** | **A.** ☐ **Yes, for all students**<br>**B.** ☐ **Yes, for highest achieving students only**<br>**C.** ☐ **Yes, for lowest achieving students only**<br>**D.** ☐ **Yes, for highest and lowest achieving students only**<br>**E.** ☐ **Yes, some plan other than the above is followed.** *(Specify.)* ____________<br>**F.** ☐ **No** | **A.** ☐ **Yes, for all students**<br>**B.** ☐ **Yes, for highest achieving students only**<br>**C.** ☐ **Yes, for lowest achieving students only**<br>**D.** ☐ **Yes, for highest and lowest achieving students only**<br>**E.** ☐ **Yes, some plan other than the above is followed.** *(Specify.)* ____________<br>**F.** ☐ **No** | **A.** ☐ **Yes, for all students**<br>**B.** ☐ **Yes, for highest achieving students only**<br>**C.** ☐ **Yes, for lowest achieving students only**<br>**D.** ☐ **Yes, for highest and lowest achieving students only**<br>**E.** ☐ **Yes, some plan other than the above is followed.** *(Specify.)* ____________<br>**F.** ☐ **No** |
| **48.** | **If you checked A, B, C, D or E above (question 47) on any grade, check which of the following best describes the system of grouping in that grade.** | **A.** ☐ **Pupils are placed in a particular group and attend all classes within this group.**<br>**B.** ☐ **Pupils may be in different groups for different subjects depending on their ability in that subject.** | **A.** ☐ **Pupils are placed in a particular group and attend all classes within this group.**<br>**B.** ☐ **Pupils may be in different groups for different subjects depending on their ability in that subject.** | **A.** ☐ **Pupils are placed in a particular group and attend all classes within this group.**<br>**B.** ☐ **Pupils may be in different groups for different subjects depending on their ability in that subject.** |

**49.** *Use the following space and additional pages, if necessary, to give us further comments relative to this questionnaire.*

**LEGEND:** *Unknown*–**UNK.;** *Estimate*–**EST.;** *Not Applicable*–**NA.;** *Not Available*–**?;** *None*–**0**

**Appendix C**

## A LEGAL AND HISTORICAL BACKDROP

The thrust for the exploration and early development of the Southwest came from Mexico. During the 1500's, a handful of Spaniards, moving north from Mexico, probed the region. In 1598, Juan de Onate, one of Mexico's wealthiest men, took 400 soldiers and several thousand head of cattle to colonize New Mexico. Before the United States achieved independence, soldiers and colonists from Mexico had established settlements in California, Arizona, and Texas, as well as New Mexico.

When Mexico ceded these lands to the United States following the war of 1846-48, an estimated 75,000 Spanish speaking people lived in the Southwest: 60,000 in New Mexico, 7,500 in California, 5,000 in Texas, 1,000 or so in Arizona, and 1,500 in Colorado, as these States are now comprised.

Spanish was the dominant language and a combination Spanish-Mexican-Indian culture domiated the region's life style.

The Treaty of Guadalupe Hidalgo, signed on February 2, 1848, and ratified 3 months later, gave United States citizenship to all Mexican nationals who remained in the ceded territory. Only a few —less than 2,000—left. The treaty also guaranteed certain civil, political, and religious rights to the Spanish speaking colonists and attempted to protect their culture and language.

With the California Gold Rush as the principal impetus, streams of Anglos began flowing West. As they achieved sufficient population majorities, the treaty's guarantees—explicit or implied—were sometimes circumvented or totally ignored. With two cultures at conflict and new political powers at stake, a series of legal actions started which to this day affects the treatment Mexican Americans receive from our institutions of law and learning.

A look at the five Southwestern States of concern in this report shows:

**California:** At the end of 1848, there were 8,000 "Americans" and 7,500 "native Californians" in the State. Then in the next 12 months, spurred by the Gold Rush, the State's population boomed to nearly 95,000—mostly Anglo-Americans. Nine thousand Mexicans, nearly all from Sonora, joined the migration. But they, like many Chileans, Peruvians, and Chinese, became victims of the Foreign Miners' Tax Law, passed by the first California Legislature in 1850. (The law's avowed purpose, according to historian Royce in the text, "California", was "to exclude foreigners from these mines, the God-given property of the American people.") The State repealed the law in 1851, but not until after it had succeeded in driving away thousands of miners of minority ethnic and racial backgrounds.

The same year, the State passed another law providing that "every written proceeding in a court of justice or before a judicial officer, shall be in the English language."

In 1870 a statute was enacted which provided that "all schools shall be taught in the English language."[1] In 1920 this statute was repealed.[2] It was re-enacted in 1943,[3] and is still in force today.[4] Similiar statutes on court proceedings and records,[5] juror qualifications,[6] and voter qualifications[7] are also in force today.[8]

**NEW MEXICO and ARIZONA:** In 1850, the Territory of New Mexico (which included the present State of Arizona) was added to the Union. Thirteen years later New Mexico and Arizona were separated as territories, but in 1906 the United States Congress passed a joint statehood bill for them, stipulating that rejection of joint statehood by the voters of either territory would prevent it from taking place.[9]

New Mexico was roughly 50 percent Spanish speaking, while estimates of Arizona's Indian and Mexican American population ranged from 5 to nearly 20 percent.

After introduction of a similar bill the year before, the Arizona Legislature passed a resolution of protest, stating that joint statehood "would subject us to the domination of another commonwealth of different traditions, customs and aspirations."[10] The Arizona Territorial Teachers Association passed a resolution opposing joint statehood. Arizona schools taught all classes in English;[11] New Mexico schools used interpreters. The resolution stated that union of New Mexico and Arizona would disrupt the Arizona school system.[12]

Arizona's fears were summarized in a "Protest Against Union of Arizona with New Mexico" presented to Congress by the delegates from Arizona on February 12, 1906:[13]

"The decided racial difference between the people of New Mexico who are not only different in race and largely in language, but have entirely different customs, laws and ideals and would have but little prospect of successful amalgamation. . . .[14]

"The objection of the people of Arizona, 95 percent of whom are Americans, to the probability of the control of public affairs by people of a different race, many of whom do not speak the English language, and who outnumber the people of Arizona are two to one. . . ."[15]

Further in the document, the delegates explained that New Mexico courts and the State legislature were conducted through interpreters; that New Mexico published its statutes in two languages; that New Mexico derived its law from the civil law system, while Arizona law stemmed from the common law system; and that the Spanish speaking New Mexicans would not consent to the loss of their right to serve on juries. The proposed statehood bill gave 66 votes in the Constitutional Convention to New Mexico and 44 votes to Arizona. The "Protest" prophesied that New Mexico would control the Constitutional Convention and impose her dual language conditions on Arizona.[16]

On January 16-20, 1906, the Committee on Territories of the House of Representatives held a joint statehood hearing.[17] The hearing explored the objections of the Arizonans. The use of the Spanish language was an issue in the areas of education, State government, and the conduct of trials.[18]

In 1903, the Governor of Arizona had praised the English literacy of the Mexican population of his State, testifying during a statehood hearing:

"Nearly all of the younger generation of the Mexican population read and write English. The Mexican children are all in schools today where English only is taught and almost all of the adult

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[1] Calif. Stat., Ch. 556, Sec. 55 (1870).

[2] Calif. Stats. and Amdts., Ch. 23 (1929).

[3] Deerings' Calif. Codes, Ed., Div. 4, Ch. 3, Art. 1, Sec. 8251 (1943).

[4] Calif. Educ. Code Sec. 71, (1968).

[5] Deerings' Calif. Codes Ann. 1954, CCP 185.

[6] *Id.* at CCP 189.

[7] Calif. Const., Art. II, Sec. 1 (1879). The Voting Act Amendments of 1970, 84 Stat. 314. Suspend any requirement that a voter be able to speak, read, or understand the English language for a 5-year period. This suspension was upheld by the U.S. Supreme Court in *U.S. v Arizona* (1970, 39 U.S.L.W. 4027).

[8] Calif. Educ. Code Sec. 71 (West's Ann. 1967) provides that Bilingual Education is authorized to the extent that it does not interfere with the systematic, sequential, and regular instruction of all pupils in the English language.

[9] Peplow, *History of Arizona*, Vol. 2 at 16 (1958).

[10] Peplow, *id* at 12.

[11] The Arizona Legislature required that classes be taught in English. Revised Statutes of Arizona (organic law), Ch. X, Sec. 80, (1887).

[12] Testimony of R.E. Morrison of Arizona, Hearings of the House Committee on Territories on Statehood Bill at 18 (1906).

[13] U.S. Senate Document 216, 59th Congress, 1st Session, Feb. 12, 1906.

[14] *Id.* at 1.

[15] *Id.* at 2.

[16] *Id.* at 14-15.

[17] *Hearings* supra note 46.

[18] *Hearings* supra note 40 at 4.

Mexican population speak English well."[19]

Now, in 1906, a Governor's Report on Compulsory Education states that the school attendance law was generally obeyed, with the exception of the Spanish speaking population,[20] and that, of the 1,266 "white" illiterates in Arizona, "practically all were of Mexican descent."[21]

Joint statehood won in New Mexico, 26,195 to 14,735.

It lost in Arizona 16,265 to 3,141.

In 1910 the Senate Committee on Territories considered separate statehood for Arizona and New Mexico. An Arizona delegate sought to amend the statehood bill by inserting a provision that "nothing in this Act shall preclude the teaching of other languages" in public schools. He was opposed by the Committee Chairman, Senator Albert Beveridge of Indiana, and other Senators. Beveridge declared that:

> *The purpose of that provision, both with reference to New Mexico and Arizona, and particularly the former, is to continue the thing that has kept back the speaking of English and the learning of English, to wit: that because they may conduct the schools in other languages, in many of those Spanish-speaking communities, particularly in New Mexico, they will do so.*[22]

Beveridge said:

"Everybody knows . . . one of the difficulties down there . . . the curious continuance of the solidarity of the Spanish-speaking people. It would be well . . . if at least the men who make the laws could speak the language which all the rest of us speak."[23]

On June 20, 1910, Congress passed an enabling act which provided for the calling of constitutional conventions. The act required the constitutions to include two provisions which would limit the use of the Spanish language as an official language.[24]

First, the public schools must be conducted in English:

"That provisions shall be made for the establishment and maintenance of a system of public schools, which shall be open to all children of said state and free from sectarian control, and that said schools shall always be conducted in English."[25]

Second, knowledge of the English language was a prerequisite for holding State offices and positions in the legislature:[26]

"That said State shall never enact any law restricting or abridging the right of suffrage on account of race, color, or previous conditions of servitude, and that ability to read, write, speak, and understand the English language sufficiently well to conduct the duties of the office without the aid of an interpreter shall be necessary qualification for all State officers and members of the State legislature."

The draft of the New Mexico Constitution was completed on November 21, 1911. It contained three provisions which protected the rights of the Spanish speaking.

One related to voting:

"**Sec. 3. Religious and racial equality protected; restrictions on amendments.** The right of any citizen of the state to vote, hold office, or sit upon juries, shall never be restricted, abridged, or impaired on account of religion, race, language or color, or inability to speak, read or write the English or Spanish languages as may be otherwise provided in this Constitution; and the provisions of this section and of section one of this article shall never be amended except upon the vote of the people of this state in an election at which at least three-fourths of the electors in the whole state, and at least two-thirds of those voting in each county of the state, shall vote for such amendment."[27]

The other two related to education:

"**Sec. 8. Teachers to learn English and Spanish.** The legislature shall provide for the training of teachers in the normal schools or otherwise so that they may become proficient in both the English and Spanish languages, to qualify them to teach Spanish-speaking pupils and students in the public schools and educational institutions of the

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[19] Committee on Territories, U.S. House of Representatives, *Hearings on Statehood Bill* at 70, Testimony of Governor Brodie of Territory of Arizona, Dec. 18, 1903.

[20] *Arizona Governor's Report on Compulsory Education, Hearings supra note* 46 at 28.

[21] *Id.* at 13 as quoted in *Id.* at 33.

[22] Congressional Record, vol. 45 at 109, 61st Congress, 2nd Session, Feb. 25, 1910 (Dec. 6, 1909 to June 25, 1910).

[23] *Id.* vol. 45, part 8 at 8225 (June 16, 1910).

[24] "An act to enable the people of New Mexico to form a constitution and State government and be admitted into the Union on an equal footing with the original States; and to enable the people of Arizona to form a constitution and State government and be admitted into the Union on an equal footing with the original States." Act of June 20, 1910, ch. 310, 36 Stat. 559 (1910).

[25] *Id.* sec. 2(4) at 559 and sec. 20(4) at 570.

[26] *Id.* sec. 2(5) at 559 and sec. 20(5) at 570.

[27] N. Mex. Const., Art. VII, Sec. 3, (1912).

State, and shall provide proper means and methods to facilitate the teaching of the English language and other branches of learning to such pupils and students."

**"Sec. 10. Educational rights of children of Spanish descent.** Children of Spanish descent in the State of New Mexico shall never be denied the right and privilege of admission and attendance in the public schools or other public educational institutions of the State, and they shall never be classed in separate schools, but shall forever enjoy perfect equality with other children in all public schools and educational institutions of the State, and the legislature shall provide penalties for the violation of this section. This section shall never be amended except upon a vote of the people of this State, in an election at which at least three-fourths of the electors voting in the whole State and at least two-thirds of those voting in each county in the State shall vote for such amendment."[28]

The Constitution also preserves all rights granted under the Treaty of Guadalupe Hidalgo:

"The rights, privileges and immunities, civil, political and religious, guaranteed to the people of New Mexico by Treaty of Guadalupe Hidalgo shall be preserved inviolate."

On January 12, 1910, New Mexico ratified a constitution[29] and forwarded it to President Taft, who approved it on February 24, 1911.[30] The Senate, however, did not approve the constitution because of the provision which made amendments far too difficult.[31]

Arizona also ratified its constitution, but it was rejected by the President.[32]

A resolution was adopted by Congress requiring New Mexico to resubmit to the electors a less restrictive provision for constitutional amendments,[33] and Arizona to resubmit an amendment on recall of officers.[34] This resolution also deleted the provision of the Enabling Act which required State officers and legislators[35] of New Mexico to have a comprehensive knowledge of the English language.[36] Representative Legare said:[37]

"These people come to us from New Mexico, both Republicans and Democrats and say that in the Enabling Act passed last year we have taken them by the throat and told them that they must enact an irrevocable ordinance whereby no Spanish-speaking person can hold office in their State. They tell us, both factions, that some of the best people of their State and some of their most brilliant men are Spanish-speaking people."

Representative Humphreys stated that the provision:[38]

". . . was a plain, direct and . . . unwarranted attack on the Spanish American citizens of New Mexico, whose patriotism and whose loyalty has never been found wanting in time of great public stress."

On November 7, 1911, the electors of New Mexico approved a substitute provision on the amendment process. On January 6, 1912, President Taft signed the Statehood Proclamation.[39]

Arizona approved an amendment on recall to its constitution and the President signed the Statehood Proclamation on February 14, 1912.[40]

**New Mexico:** The Mexican Americans of New Mexico succeeded in protecting their heritage by inserting provisions in their constitution which made Spanish an official language, equal to the English language. The constitution also provided that, for the following 20 years, all laws passed by the legislature be published in both Spanish and English, and thereafter as the legislature should provide.[41]

Prior to 1967, notices of statewide and county elections were required to be printed in English and "may be printed in Spanish."[42] Additionally, many legal notices today are required to be published in both English and Spanish.

In 1925, the legislature provided that:[43]

". . . in every high school with fifty (50) or more pupils, one (1) special teacher in addition to those already provided for, may be employed providing that such teacher is qualified to teach both Spanish and English and does teach classes in Spanish. . . ."

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[28] *Id.*, Art. XII, §§ 8, 10.

[29] *Id.*, Art. III, Sec. 5.

[30] Donnelly, *supra* note 33 to 50.

[31] *Id.* at 433.

[32] 47th Cong. Rec. 4118-4141 (1911).

[33] *Supra* note 47 at 4229.

[34] 37 Stat. 39, 40 (1911).

[35] *Id.* at 42.

[36] 37 Stat. 39, 42 (1911).

[37] 47 Cong. Rec. 1251 (1911).

[38] *Id.*, 1364.

[39] Donnelly, *supra* note 33 at 50; 37 Stat. 1723 (1912).

[40] 37 Stat. 1728 (1912).

[41] N. Mex. Const., Art. XX, Sec. 12 (1912).

[42] N. Mex. Stat. Ann. Art. 3-11-15 and 3-3-1 were repealed in 1967. N. Mex. Laws 1967 Ch. 98. Sec. 30.

[43] N. Mex. Stat. Ann. 73-12-7 (1953).

This law was repealed in 1962.[44]

In 1943, the position of State Supervisor of Spanish was created "to bring about an improvement in the teaching of Spanish in the schools of the State, and in order to insure the retainment and the development of the Spanish language, with a view of future Inter-American relations."[45] This law was repealed in 1967.[46]

A 1941 Act required all public grade schools of the State—rural or municipal—having at least three teachers and a daily attendance of 90 pupils to teach Spanish in the fifth to the eighth grades, except where the governing board of education by resolution relieves a school from teaching Spanish during any scholastic year.[47]

In 1969, the legislature authorized any school district to establish in any level of instruction a bilingual and bicultural study involving a culture in which a language other than English is spoken in the home.[48]

**Arizona:** In 1864, the first territorial legislature of Arizona provided that an understanding of the English language was a necessary qualification for jury duty. The requirement was repealed in 1875,[49] but enacted again in 1887.[50] It is a necessary qualification today.[51]

In 1887, the legislature provided that all schools be conducted in the English language.[52]

The Constitution of 1912 required that all public schools be conducted in English[53] and that all State office holders and members of the State legislature must know English[54] "sufficiently well to conduct the duties of office without the aid of an interpreter."[55]

In 1912 the legislature required that every voter be able to read the Constitution of the United States in English "in such a manner as to show that he is neither prompted nor reciting from memory. . . ."[56] The ability to read English was tested when electors registered.[57]

In 1969, Arizona acted to permit bilingual instruction in the first three grades by permitting the districts in which there are pupils with English language difficulties to provide special programs of bilingual instruction.[58]

**Colorado:** Histories of Colorado make little reference to Mexican Americans in their coverage of the 1800's. There were only a few thousand Mexican Americans in the State before the turn of the century.[59] By 1930, there were 30,000 Mexican Americans in a population of over 1,000,000.[60]

In 1877, the legislature passed a law requiring that public schools be taught in the English language.[61] This was amended in 1919 to prohibit the teaching of any foreign language as a course to children who had not completed the eighth grade.[62]

Laws pertaining to use of languages other than English in court proceedings and as a qualification for jury duty have been changed several times since the 1887 territorial legislative requirement that English be used in all written court proceedings.[63] Present law provides that the inability to speak or understand English disqualifies a person from jury duty.[64]

Today, Colorado law encourages local school districts to develop bilingual skills and to assist pupils whose experience is largely in a language other than English to make an effective transition to English, with the least possible interference in other learning activities. This section authorizes the establishment of bilingual programs.[65] Another section provides for the inclusion of instruction in the "history, culture and contributions of minorities" in the teaching of the history and government of the United States.[66]

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[44] N. Mex. Laws, Ch. 21, Sec. 41 (1962).

[45] N. Mex. Stat. Ann. 73-4-1 to 73-4-7 (1953).

[46] N. Mex. Laws, Chapter 16, Sec. 301 (1967).

[47] *Id.* 73-17-2. This law was repealed by Laws, Ch. 16, Sec. 301 (1967).

[48] N. Mex. Stats. Ann. 77-11-12 (1969).

[49] Ariz. Howell Code 1864, Ch. 47, Sec. 4 at 294.

[50] Ariz. C.L. 1864-1877, Ch. 47 (2404), Sec. 10 at 404.

[51] Ariz. R.S. 1887, Ch. 2, Title 39, para. 2169, Sec. 7 at 384.

[52] Ariz. R.S. Ann. 1956, Ch. 2, Art. 1, Sec. 21-201.

[53] Ariz. R.S. (Organic Law), Ch. X, 1552 (Sec. 80), (1887). (Now Ariz. R.S. 15-202).

[54] Ariz. Const. Art. XX, Sec. 7 (1912)

[55] *Id.*, Sec. 8.

[56] Ariz. R.S. Ch. III, Sec. 2879 (1913). (Now Ariz. R.S. 16-101).

[57] *Id.*, Sec. 2885 (1913). There is some doubt as to the validity of such requirements. See *Castro v California* 266 P. 2d 244 (1970).

[58] Ariz. R.S. 15-202 (1969).

[59] Adamic, *A Nation of Nations*, p. 47 (1944).

[60] U.S. Bureau of Census, *Census*: 1960, p. 7.

[61] Colo. G.L., Sec. 2523, p. 835 (1877).

[62] Colo. Laws, Sec. 1, p. 599 (1919). The statute is still in force. Colo. R.S. L23-21-3 (1953). It has not been subjected to judicial interpretation with respect to whether it would prohibit the operation of a private school in which subjects might be taught in a language other than English.

[63] Colo. Civ. Code, Ch. XI, Sec. 404 (1877).

[64] Colo. R.S. 78-1-1 (1953).

[65] Colo. R.S. Sec. 123-21-3 (1953).

[66] *Id.* 123-24-4.

**Texas:** In 1845 Congress passed a joint resolution in favor of incorporating Texas into the Union, and on October 18, 1846, Congress ratified the State Constitution. At that time, there were 75,000 inhabitants, of whom 4,000-5,000 were Mexicans.[67]

In 1918, a statute was adopted which required that the public schools be conducted in English, except that elementary grades could be conducted in Spanish in border counties with a city or cities of 5,000 or more inhabitants.[68] This law was revised in 1969 by the Education Code.[69]

On October 1970 a Mexican American teacher in Crystal City, Texas was indicted, under this section, for teaching a high school class in Spanish. The case against the defendant was subsequently dismissed.

In 1919, two statutes were passed involving aid to voters. One requires that all such aid be given in the English language, and the voter, if he needs aid, must explain in English for whom he wishes to vote.[71] The other provides criminal penalties if aid is rendered in any language other than English.[72]

In 1925 a statute was enacted allowing courts to appoint interpreters "when necessary".[73] In the case of *Garcia v. State*, an accused who did not understand English asked that testimony be translated into Spanish. His request was denied. On appeal his conviction was reversed, because the refusal to make the testimony understandable amounted to denying the accused his constitutional right to be confronted by the witness against him.[74]

In other Texas cases, it has been held that the systematic exclusion of persons of Mexican descent for service as jury commissioner, grand jurors, and trial jurors is a violation of the equal protection clause of the 14th amendment of the Constitution of the United States.[75]

In all of the Southwestern States, Spanish was the dominant language prior to the cession of territories to the United States (1848) and the admission of Texas to the Union (1846). As the population balance shifted, the dominant and official language shifted from Spanish to English. A knowledge of English became essential to acquiring an education, to conducting official business, and to exercising rights of citizenship.

New Mexico alone did not follow the pattern of abrupt change. There, Mexican Americans as a group were sufficiently strong to preserve the use of the Spanish language by constitutional safeguards.

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[67] *History of Texas* 78 (Lewis Pub. Co., Chicago 1895).

[68] Texas Acts, 4th C.S., p. 170 (1918). Vernon's Anno. Tex. Stats. P.C. 288 (1925).

[69] Vernon's Anno. Tex. Stats. Education Code Sec. 4.17 (1969) provides that any teacher, principal, superintendent, trustee, or other school official who fails to comply with English Language requirements is guilty of a misdemeanor and shall be subject to a fine/or removal from office.

[70] Interview with Jesse Gamez, San Antonio, Tex., attorney for the defendant.

[71] Vernon's Ann. Tex. Stats. P.C. 224.

[72] *Id.* P.C. 225.

[73] Vernon's Anno. Tex. Stats. Code of Criminal Procedures, Sec. 773 (1925).

[74] 210 SW 2d 574 (1948).

[75] *Hernandez v. State of Texas*. 347 U.S. 475 (1954). Other cases involving the same issue: *Sanchez v. State*, 243 S.W. 2d. 700 (1951); *Rogers v. State* 236 S.W. 2d. 141 (1951); and *Gonzales v. State*, 278 S.W. 2d. 167 (1955).

**Appendix D**

May 25, 1970

MEMORANDUM

TO : School Districts With More Than Five Percent National Origin-Minority Group Children

FROM : J. Stanley Pottinger
Director, Office for Civil Rights

SUBJECT: Identification of Discrimination and Denial of Services on the Basis of National Origin

Title VI of the Civil Rights Act of 1964, and the Departmental Regulation (45 CFR Part 80) promulgated thereunder, require that there be no discrimination on the basis of race, color or national origin in the operation of any federally assisted programs.

Title VI compliance reviews conducted in school districts with large Spanish surnamed student populations by the Office for Civil Rights have revealed a number of common practices which have the effect of denying equality of educational opportunity to Spanish surnamed pupils. Similar practices which have the effect of discrimination on the basis of national origin exist in other locations with respect to disadvantaged pupils from other national origin-minority groups, for example, Chinese or Portuguese.

The purpose of this memorandum is to clarify HEW policy on issues concerning the responsibility of school districts to provide equal educational opportunity to national origin-minority group children deficient in English language skills. The following are some of the major areas of concern that relate to compliance with Title VI:

(1) Where inability to speak and understand the English language excludes national origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.

(2) School districts must not assign national origin-minority group students to classes for the mentally retarded on the basis of criteria which essentially measure or evaluate English language skills; nor may school districts deny national origin-minority group children access to college preparatory courses on a basis directly related to the failure of the school system to inculcate English language skills.

(3) Any ability grouping or tracking system employed by the school system to deal with the special language skill needs of national origin-minority group children must be designed to meet such language skill needs as soon as possible and must not operate as an educational dead-end or permanent track.

(4) School districts have the responsibility to adequately notify national origin-minority group parents of school activities which are called to the attention of other parents. Such notice in order to be adequate may have to be provided in a language other than English.

School districts should examine current practices which exist in their districts in order to assess compliance with the matters set forth in this memorandum. A school district which determines that compliance problems currently exist in that district should immediately communicate in writing with the Office for Civil Rights and indicate what steps are being taken to remedy the situation. Where compliance questions arise as to the sufficiency of programs designed to meet the language skill needs of national origin-minority group children already operating in a particular area, full information regarding such programs should be provided. In the area of special language assistance, the scope of the program and the process for identifying need and the extent to which the need is fulfilled should be set forth.

School districts which receive this memorandum will be contacted shortly regarding the availability of technical assistance and will be provided with any additional information that may be needed to assist districts in achieving compliance with the law and equal educational opportunity for all children. Effective as of this date the aforementioned areas of concern will be regarded by regional Office for Civil Rights personnel as a part of their compliance responsibilities.

**Appendix E**

## Additional Selected Tables on Mexican American Education

### E1—Percent of Advisory Committees Making Selected Recommendations by State*

| CATEGORY | ARIZ. | CALIF. | COLO. | TEX. | TOTAL |
|---|---|---|---|---|---|
| Ethnic Balance in Schools | 15.5 | 13.0 | . . . | 16.5 | 12.7 |
| In-Service Teacher Training In Mexican American History and Culture or in Bilingual Education or in ESL | 58.6 | 41.0 | 9.3 | 27.9 | 38.2 |
| Employment of Spanish Surnamed Faculty | 15.5 | 39.5 | 43.8 | 22.8 | 34.2 |
| Pupil Exchange Programs With Other Districts or Schools | . . . | 6.0 | 9.4 | . . . | 4.7 |
| Expanded PTA Activities Relative to Mexican Americans | 32.8 | 26.8 | 28.0 | 25.3 | 28.1 |
| Changes in Curriculum to Make it More Relevant for Mexican Americans | 46.6 | 45.5 | 40.6 | 49.4 | 45.2 |
| Bilingual-Bicultural Organizations in a School or the School System | 12.2 | 25.8 | 9.4 | 22.8 | 23.5 |
| Other | 29.3 | 42.4 | 50.0 | 50.6 | 43.6 |

*New Mexico has not been included because of the extremely small number of advisory committees in that State.

### E2—Percent of Advisory Committees Making Selected Recommendations by Mexican American Enrollment in the School District

| CATEGORY | 10-23% | 24-37% | 38-49% | 50-100% | S.W. TOTAL |
|---|---|---|---|---|---|
| Ethnic Balance in Schools | 15.5 | 12.7 | 14.1 | 7.9 | 12.6 |
| In-Service Teacher Training in Mexican American History and Culture or in Bilingual Education or in ESL | 36.2 | 40.7 | 29.3 | 42.4 | 38.2 |
| Employment of Spanish Surnamed Faculty | 44.8 | 33.0 | 10.2 | 14.6 | 34.2 |
| Pupil Exchange Programs With Other Districts or Schools | 5.6 | 7.6 | 6.5 | . . . | 4.6 |
| Expanded PTA Activities Relative to Mexican Americans | 27.6 | 13.6 | 28.3 | 37.1 | 28.0 |
| Changes in Curriculum to Make it More Relevant for Mexican Americans | 45.7 | 39.0 | 63.0 | 36.4 | 45.2 |
| Bilingual-Bicultural Organizations in a School or the School System | 26.3 | 18.6 | 22.8 | 22.5 | 23.5 |
| Other | 39.6 | 50.0 | 40.2 | 46.3 | 43.5 |

### E3—Percent of Advisory Committees Making Selected Recommendations by Size of District

| CATEGORY | More than 3,000 | 1,200-1,299 | 600-1,199 | 300-599 | TOTAL |
|---|---|---|---|---|---|
| Ethnic Balance in Schools | 22.2 | 2.9 | 6.7 | . . . | 12.6 |
| In-Service Teacher Training In Mexican History and Culture or in Bilingual Education or ESL | 43.4 | 20.0 | 40.0 | 50.0 | 38.2 |
| Employment of Spanish Surnamed Faculty | 47.5 | 20.0 | 26.7 | 16.7 | 34.2 |
| Pupil Exchange Programs With Other Districts or Schools | 8.1 | 2.9 | . . . | . . . | 4.6 |
| Expanded PTA Activities Relative to Mexican Americans | 30.3 | 25.7 | 33.3 | 16.7 | 28.0 |
| Changes in Curriculum to Make it More Relevant for Mexican Americans | 57.6 | 37.1 | 40.0 | 16.7 | 45.2 |
| Bilingual-Bicultural Organizations in a School or the School System | 31.3 | 8.6 | 26.7 | 16.7 | 23.5 |
| Other | 41.4 | 51.4 | 46.7 | 33.3 | 43.5 |

### DISTRIBUTION OF SCHOOLS

### E4—Number of schools with pupils of high, medium, and low socioeconomic status, by percent of enrollment which is Mexican American

| Level | Percent Mexican American | High | Medium | Low | Unclassifiable | Total |
|---|---|---|---|---|---|---|
| Elementary | 0-24 | 1,072 | 1,264 | 176 | 48 | 2,560 |
| | 25-49 | 112 | 596 | 300 | 24 | 1,032 |
| | 50-74 | 48 | 240 | 308 | 20 | 616 |
| | 75-100 | 12 | 152 | 408 | 12 | 584 |
| | Total | 1,244 | 2,252 | 1,192 | 104 | 4,792 |
| Secondary | 0-24 | 192 | 384 | 88 | 16 | 680 |
| | 25-49 | 20 | 184 | 72 | 4 | 280 |
| | 50-74 | 0 | 40 | 28 | 4 | 72 |
| | 75-100 | 4 | 20 | 44 | 0 | 68 |
| | Total | 216 | 628 | 232 | 24 | 1,100 |
| Total | 0-24 | 1,264 | 1,648 | 264 | 64 | 3,240 |
| | 25-49 | 132 | 780 | 372 | 28 | 1,312 |
| | 50-74 | 48 | 280 | 336 | 24 | 688 |
| | 75-100 | 16 | 172 | 452 | 12 | 652 |
| | Total | 1,460 | 2,880 | 1,424 | 128 | 5,892 |

### DISTRIBUTION OF TOTAL PUPILS
### E5—Number in schools with pupils of high, medium, and low socioeconomic status, by percent of enrollment which is Mexican American

| Level | Percent Mexican American | High | Medium | Low | Unclassifiable | Total |
|---|---|---|---|---|---|---|
| Elementary | 0-24 | 651,520 | 677,472 | 86,600 | 23,384 | 1,438,976 |
| | 25-49 | 68,728 | 323,716 | 125,964 | 11,312 | 529,720 |
| | 50-74 | 19,324 | 109,160 | 123,492 | 10,004 | 261,980 |
| | 75-100 | 5,748 | 83,664 | 192,544 | 8,108 | 290,064 |
| | Total | 745,320 | 1,194,012 | 528,600 | 52,808 | 2,520,740 |
| Secondary | 0-24 | 297,128 | 419,536 | 99,960 | 41,368 | 857,992 |
| | 25-49 | 19,624 | 196,416 | 60,832 | 4,068 | 280,940 |
| | 50-74 | 0 | 52,436 | 20,816 | 904 | 74,156 |
| | 75-100 | 960 | 26,316 | 46,588 | 0 | 73,864 |
| | Total | 317,712 | 694,704 | 228,196 | 46,340 | 1,256,952 |
| Total | 0-24 | 948,648 | 1,097,008 | 186,560 | 64,752 | 2,296,698 |
| | 25-49 | 88,352 | 520,132 | 186,796 | 15,380 | 810,660 |
| | 50-74 | 19,324 | 161,596 | 144,308 | 10,908 | 336,136 |
| | 75-100 | 6,708 | 109,980 | 239,132 | 8,108 | 363,928 |
| | Total | 1,063,032 | 1,888,716 | 756,796 | 99,148 | 3,807,692 |

### DISTRIBUTION OF MEXICAN AMERICAN PUPILS
### E6—Number in schools with pupils of high, medium, and low socioeconomic status, by percent of enrollment which is Mexican American

| Level | Percent Mexican American | High | Medium | Low | Unclassifiable | Total |
|---|---|---|---|---|---|---|
| Elementary | 0-24 | 59,632 | 94,928 | 9,352 | 3,472 | 167,384 |
| | 25-49 | 22,640 | 114,580 | 47,124 | 3,472 | 187,816 |
| | 50-74 | 11,968 | 65,288 | 75,408 | 6,228 | 158,892 |
| | 75-100 | 4,740 | 73,484 | 176,936 | 7,556 | 262,716 |
| | Total | 98,980 | 348,280 | 308,820 | 20,728 | 776,808 |
| Secondary | 0-24 | 18,408 | 54,096 | 11,312 | 7,080 | 90,896 |
| | 25-49 | 8,228 | 71,276 | 25,908 | 1,780 | 107,192 |
| | 50-74 | 0 | 30,308 | 13,152 | 528 | 43,988 |
| | 75-100 | 720 | 22,108 | 43,484 | 0 | 66,312 |
| | Total | 27,356 | 177,788 | 93,856 | 9,388 | 308,388 |
| Total | 0-24 | 78,040 | 149,024 | 20,664 | 10,552 | 258,280 |
| | 24-49 | 30,868 | 185,856 | 73,032 | 5,252 | 295,008 |
| | 50-74 | 11,968 | 95,596 | 88,560 | 6,756 | 202,880 |
| | 75-100 | 5,460 | 95,592 | 220,420 | 7,556 | 329,028 |
| | Total | 126,336 | 526,068 | 402,676 | 30,116 | 1,085,196 |

END